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**SEVENTY-FIRST ANNUAL REPORT**

AND

**DOCUMENTS**

OF THE

**New York Institution**

FOR THE

**Instruction of the Deaf and Dumb,**

TO THE

**LEGISLATURE OF THE STATE OF NEW YORK,**

**For the Year 1899.**



**NEW YORK :**

**PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1899.**



**SEVENTY-FIRST ANNUAL REPORT**  
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**For the Year 1889.**

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**NEW YORK :**  
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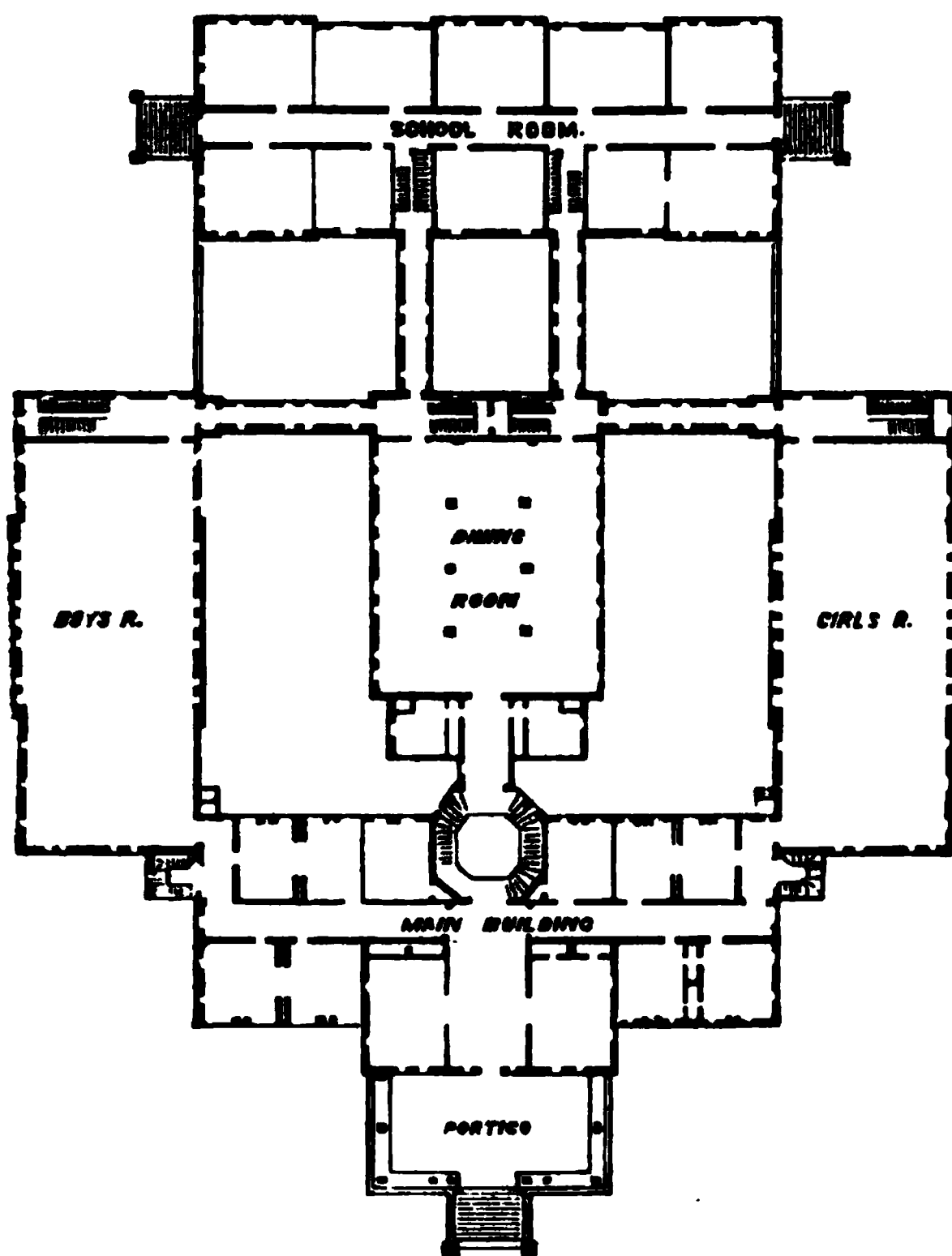
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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building).



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**SEVENTY-FIRST ANNUAL REPORT**

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**New York Institution**

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For the Year 1869.







# SEVENTY-FIRST ANNUAL REPORT

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## DOCUMENTS

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### New York Institution

FOR THE

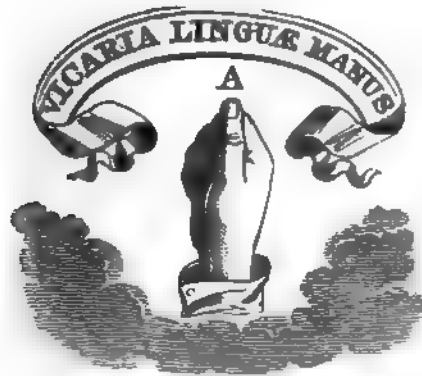
### Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1889.

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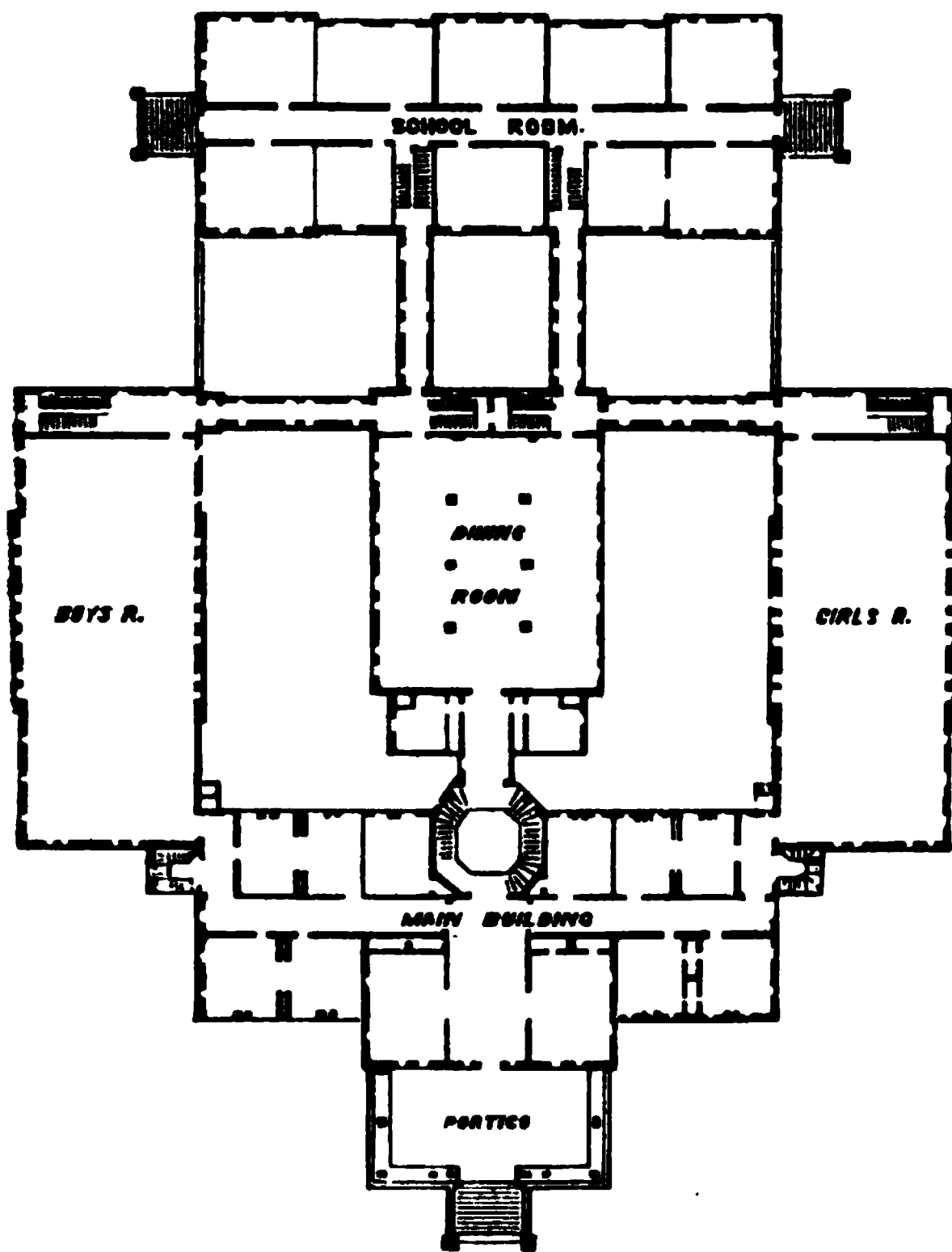
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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building).





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1900

# SEVENTY-FIRST ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, present to the Legislature of the State of New York, their Seventy-First Annual Report, for the year ending September 30th, 1889.

The accompanying reports of the several officers of the Institution, present in detail statements of the policy pursued in the educational and industrial training of the pupils, of the condition of its property, of the health of its inmates, and of the receipts and expenditure of funds.

The report on the annual examination will be found of interest, as showing the progress made during the year in all departments.

It has long been the settled policy of this Institution to supplement instruction in the rudiments and higher branches of an English education, by an equally thorough course of training in industrial work. It has sought to lift a class of youth laboring under great disabilities, arising from the want of hearing, out of the condition of helplessness in which they would otherwise have been doomed to forever remain, by equipping them with knowledge of some useful trade or mechanical calling. The success met with in this endeavor has been most gratifying, and proof has been given that a large proportion of deaf-mutes may be qualified to struggle manfully in the battle of life and become self-supporting and useful citizens.

Included in this report will be found the Report of a Committee, to which was referred the matter of increasing the branches of practical industry in the Institution. It deals comprehensively with the subject of industrial training for deaf-mutes; sets forth the course pursued; suggests new fields of operation; and furnishes statistics received from a large number of its graduates, showing the positions of usefulness and distinction they have reached. The facts given are remarkable, and serve to make evident that the money appropriated by the State and Counties and individuals, in behalf of the deaf and dumb in this Institution, is returning a full equivalent.

Not all deaf-mutes are mentally qualified to receive training in the complex forms of mechanical work. For some, the simplest industry must suffice. Those of the brightest intellect are already under instruc-

tion in the several departments they have chosen ; and, should new branches be added to the curriculum, as recommended in the report of the committee, it may be difficult to find pupils to engage in them, unless by withdrawals from those now in operation.

The Board regrets to note a falling off in the number of pupils. The decrease is doubtless partly due to the increase of institutions for the deaf and dumb in the State of New York, the effect being that the advantages offered by the parent institution are not enjoyed by so many as its capacity would warrant it in receiving.

Expenses cannot be curtailed in proportion to shrinkage in numbers. The cost of maintenance of grounds and buildings, of fuel and lights, and of administration, must of necessity remain nearly stationary, irrespective of numbers, and cannot be made to decrease proportionately with a decrease of pupils. The minimum of cost in these respects being reached, a falling off in numbers signifies increased cost per capita. This Institution was fashioned to accommodate 550 pupils. The number of those that have been under instruction during the past year, as reported by the Principal, is as follows :

There were under instruction in the several classes, 365 pupils ; 240 males and 125 females. Of these were present at the annual examination in June, 328 pupils—220 males and 108 females. The boys' classes had six gentleman teachers and two lady teachers, and the girls were taught in classes by four lady teachers.

The combined system of instruction, by which it is sought "to make interchangeable the several forms of expression, by signs, the manual alphabet, writing and articulation," has been followed with continued success.

There were under instruction in the Art Department of selected pupils, fifteen girls and fifteen boys ; and all the pupils received elementary instruction in drawing once a week. Of graduates from pupils having followed a full course of instruction in this department, there were two girls and two boys.

The exhibits of drawings from nature, of painting on china, of modelling in clay, of wood-carving, and art needlework, were very satisfactory. This department was opened with some misgivings. The practical question whether instruction therein would open new avenues of profitable employment to its graduates, could only be answered by experience. The full result of the experiment in this respect cannot yet be accurately determined ; but enough has been learned to warrant the expectation that pupils of the highest rank may reasonably count on employment, with remunerative wages, as designers, decorative artists, draughtsmen, modellers in pottery works, and in manufactories and other branches of business. The Board has under

consideration the question of continuing this department, under such modifications and restrictions as experience may suggest.

From the Report of the Treasurer, it will be seen that the receipts from the State, Counties and individuals, for the support of pupils, have been insufficient to meet ordinary expenses.

The deficiency of \$5,998.18 has been met by drawing upon funds derived from other sources, and reserved for extraordinary expenses, assessments and improvements.

For different periods during the year, eighteen pupils have had free board and instruction at the expense of the Institution. The Board of Directors will endeavour to continue the good work of educating the deaf-mutes entrusted to its care, in accordance with the best methods as sanctioned by experience, so that they may become useful, industrious, self-supporting, self-respecting, and respected citizens of the commonwealth.

All of which is herewith submitted.

In behalf of the Board of Directors.

ENOCH L. FANCHER,  
*President.*

THATCHER M. ADAMS,  
*Secretary.*



## Report of the Principal.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

**GENTLEMEN:**—The total number of pupils instructed within the year ending September 30th, 1889, in the Educational Department of this Institution, under my special supervision, was 365, of whom 240 were males and 125 females.

Of these, there were in attendance during the academical year commencing September 5th, 1888, 229 males and 117 females, a total of 346 pupils, under fourteen instructors, in twenty-one classes, 328 being present at the Annual Examination in the month of June last.

In the Juvenile Department, fifty-two little boys, under twelve years of age, were provided with a home separate from that of the other pupils, in which they received constant oversight and devoted attention from a matron, two care-takers and three teachers, and were not allowed to mingle with the other pupils.

The twenty-five little girls of the same age were accommodated and instructed in the larger buildings of the Institution, where, under the maternal care of the matron, they derived a benefit from association with older pupils of their own sex, who acted toward them the part of affectionate sisters.

In no one respect, perhaps, is the difference between the two sexes more marked than in this. Little boys do best when they are surrounded by a gentle influence, in which the sweet simplicity of childhood has no chance to be affected by the code and the customs of larger and stronger boys, who, while trained to exercise a higher degree of responsibility, are not naturally animated by benevolent consideration for the little ones, who emulate, but are not old enough to share, their independence, with impunity. Little girls, on the contrary, quicken into activity all that is tenderest in the heart of their older female companions, and find themselves the objects of a patient solicitude and consideration, which adds to their comfort and happiness and in no way detracts from their well being.

The number, sex and standing of the pupils in each class, the names

and sex of the teachers and the special duties assigned to each, will be found in a schedule furnished by me to the Committee on the Annual Examination, and incorporated into their separate report, to which, as made up of full extracts from the *procès verbal* of the work of the pupils, I would refer for a complete exhibit of the studies pursued and the results obtained.

In the grammar department, preceded as it is, with the exception of a few pupils who have entered the Institution after the age of twelve, by a preliminary training in the Juvenile department, our pupils acquire a good ability to read and understand books and newspapers printed in the English language, and to use that language in the written expression of their own ideas in communication with their friends and others.

The importance of this fundamental work of the Institution cannot be overrated. On it depend the future relations of our pupils to society, and their ability to continue that self-culture for which the period school life is but a preparation in the case of every person, whether endowed with hearing or deprived of a sense, the value of which, when we consider the difficulties, that, at one time regarded as insurmountable, are even now overcome only by the most patient and assiduous application of philosophical methods, may be regarded as well nigh inestimable.

It furnishes the key to all the knowledge that has been stored in the archives of literature and science, and yet, by us, it has to be performed in behalf of a being isolated, till he comes to school, from all the influences, which surround the hearing child, without language, without a conception of the difference between right and wrong, without a knowledge of his relations to his father on earth or his Father in Heaven, and, moreover, with faculties benumbed by comparative disuse, even, if not, as happens in many instances, affected by a defective physical constitution.

The earlier the age at which such a child can be safely sent to us, the better, for the sooner the faculties of the mind are developed, the less danger is there of their losing their elasticity. This is strikingly illustrated by the fact that, in those rare instances where deaf children are born to deaf parents, these children are much more intelligent than deaf children born to hearing parents, and where hearing parents have, as is often the case, several deaf children, the youngest of these comes to school far better prepared to enter upon a systematic course of study than those who preceded him, and this, on account of their constant communication with him, through the sign-language, from the earliest period of infancy.

Still it must not be expected that a young deaf child will, at first,

acquire language very rapidly. The tender powers require tender treatment. The development must be natural and not strained. In laying the foundation of a good handwriting, and in acquiring a vocabulary of names of things and attributes, through object lessons, and the ability to construct a limited number of simple sentences descriptive of natural actions or expressing simple ideas given in the sign-language, he is to be regarded as having accomplished a great deal. If he comes to us at the age of six, he will, when he is ten or twelve years old, be far superior in ability to compute by numbers, to practise all the mere mechanics of language, such as copying a lesson and writing from memory, and, perhaps, in exact information, to his hearing brother and sister of six, but in actual knowledge of words and ability to use them, he is their inferior. It is only after this age that we make the greatest strides—and, if any of our pupils have not had the benefit of juvenile training, and we have to commence with them at the age of twelve or later, their inferiority is far more apparent. Unfortunately there are too many deaf-mutes kept at home during this plastic period, and even till they have reached mature years.

In our two least-advanced classes, there are now eight *men grown*, who, in knowledge of language, are practically mere children just learning to speak. And yet, even these have a future before them, very limited it is true, but capable of great development, through signs, in general knowledge, in moral and religious ideas, in some industrial handicraft, and, to a certain extent, in the use of written language.

My long experience in the instruction of the deaf has suggested to me a method of meeting the difficulties of written language, additional to that previously in use, which, it is confidently believed, will greatly diminish the labors of the teachers, and bring our pupils more quickly to the point sought to be attained, than has hitherto been the case, in the institutions established for the education of the deaf. It is a new phase of that form of the combined method of instruction which distinguishes this Institution, and not only unites in a novel manner the intuitive and grammatical methods, but also introduces a new application of the language of signs. The use made of it during the past year, has already produced an excellent effect upon our younger classes, and promises still better results as it shall be developed in the future.

In lip-reading and articulation, I have also prepared a regular system of progressive exercises, which have been taught in several of the classes, and will, through a new classification, by which another of our experienced lady teachers will be enabled to devote her whole time to this important branch, secure a full hour of instruction daily in speech as well as in speech-reading, to every pupil in the grammar depart-

ment, notwithstanding the fact that several of our best teachers of written language are, through deafness, incapacitated from drilling their pupils in the effective use of the voice.

The statements made in this connection, in my last annual report, have been fully corroborated by the experience of the past year. We confine our instruction in these branches no longer to selected pupils, but give to all the benefit of participating in it, making it, it is true, not the main instrument of instruction, as is done in so-called articulation schools, but an acquired means of expression, which will be found useful in intercourse with the world.

In addition to the knowledge of written and spoken language acquired in the different grades of the grammar department, our pupils become quite conversant with geography, in which they even excel hearing youth, with the history of the United States, with arithmetic, and with the elements of science. By means of lectures delivered to them from time to time, some of which are illustrated by the stereopticon, they also obtain clear views of a still wider field, and come to be well informed on subjects not strictly confined to the curriculum of the classroom.

A further means of general development is obtained through their Literary Society, in which debates are held in the sign-language, on mooted questions in ethics and on the live questions of the day.

In the Academical department, into which enter those of our pupils, who, favored by the possession of hearing in early childhood, or by an additional period of three years' instruction secured by law to twenty-four selected pupils, have attained a higher degree of advancement than falls to the lot of the majority, are pursued those studies which characterize the high schools of the State. From this department have graduated many deaf-mutes, who have occupied positions of prominence and responsibility in various avocations, to success in which they have attained, in spite of obstacles that would have disheartened them, had they been less thoroughly trained.

The opportunity enjoyed by these, ought to be extended to a still greater number, and it is to be hoped that a successful appeal may be made to the legislature in their behalf. During the latter part of the last school term, the directors kindly extended the terms, at the expense of the invested funds of the Institution, of eighteen pupils from periods varying from two weeks to four months, so that they might be brought to a fitting conclusion. Some of these pupils were then recommended for vacancies that occurred, but others were obliged to take a final leave of the Institution, just at a time when they would have derived a special benefit by a renewed appointment.

In the department of artistic culture, our pupils have, for five years,

enjoyed exceptional advantages. To them, more than to others, this opens a field peculiarly inviting. Depending upon the eye for most of their pleasure, and upon mental vision for recalling the scenes of memory and for effecting the combinations of imagination, their thought is mostly of a pictorial character, and special training in this direction meets with a higher reward than it would if it were not aided by the intensity imparted to the sense of sight, which, deprived of the aid of hearing, is compelled, in their case, to perform a double function.

It furnishes them, moreover, with a means of supplementary expression, so that, if perchance they fail to make themselves understood by writing or by gesture, they may convey a clear and unmistakable impression by a well-drawn plan or sketch.

It is the one means by which they may establish, without cavil, their unmistakable equality with, if not superiority to those who hear. That they should become dextrous in mechanical labor is a commonplace deduction from the proposition that, given brains, instruction and practice, skill must follow. That they should overcome the difficulties of the English language is a sort of miracle, but it is attributable rather to the philosophic system worked out by men who have dug deep that they might build high. But that they should excel in a direction in which failure seems the rule and success the exception, seems to point to something inherent in their condition that must be regarded in the light of compensation.

It opens up to them, as has been well said by Mr. Herbert Steele Kellogg, in a letter to myself written after he had examined our department of art, "a field that is practically unlimited, when," as he found in the Institution, "girls and boys are readily taught to design dresses, ornamental windows, furniture, to design patterns and carve them in wood, to model in clay and plaster, to decorate pottery, china and glass, to design patterns for oil-cloth, carpet and wall-paper, panels for walls, screens and embroidery."

During the last year, the pupils in each class have received one hour's lesson a week in drawing from the object, and fifteen boys and fifteen girls of special talent have been trained daily in some branch of industrial art, whereby they may hereafter obtain a remunerative occupation. Of the four who graduated from this department in June, two have obtained positions as teachers of Art in other institutions for the deaf, one has obtained a responsible position as draftsman in the decorative house of J. B. Tiffany, and the fourth is making a good living in a manufactory of fine jewelry, while the talent of some of those who remain promises to give them peculiar success as art artisans.

These art trades are after all only a sort of higher handicraft which is worthless if only imperfectly mastered. They are specially useful

for selected pupils, and they have a most favorable influence on other departments of manual labor.

The other trades taught in our own Institution have a most useful bearing upon the future of our pupils, at the same time that they give rise, incidentally, to a most useful alternation in each day's routine, the succession of study and work and play, producing upon the cultivation of the mind, an effect similar to that of a wise rotation of crops upon the cultivation of the soil. It secures at the *very least*, a power to do something, and this power, discovered in a pupil considered mentally dull, often produces a reaction favorable to symmetrical development.

The admirable report, made by the Rev. Dr. Stoddard, on the effects of industrial training upon our pupils, presents the subject in a most satisfactory light, and shows how our pupils have not only been made safe, intelligent, useful citizens, but have also been able, through the trades here taught, to return a full equivalent for the money spent upon their education.

Religious and moral instruction of an unsectarian character, is not only imparted daily in the chapel, and twice on the Sabbath, but is enforced by the teachers in connection with class instruction, and made personal in private conversation with individuals. In addition to this, those pupils whose parents desire it, have the privilege of going out from time to time, to receive special denominational instruction from pastors selected by them, and of being trained in the tenets of the churches with which they severally affiliate. The Rev. Alfred Bélanger, C.S.V., of the Mission of the Infant Saviour, and the Rev. Anson T. Colt, of the Church Mission to Deaf-Mutes, both of whom are familiar with signs, have been peculiarly active in labors in behalf of those of our pupils who have especial relations to the Roman Catholic and to the Protestant Episcopal Church respectively.

The most notable event, in connection with the cause of deaf mute instruction, outside of the walls of this Institution, was the unveiling, on the grounds of the National College for Deaf-Mutes, at Washington, D. C., of a bronze statue erected by the deaf-mutes of America, to the memory of Rev. Thomas Hopkins Gallaudet, the founder of the American Asylum for the Deaf and Dumb in Hartford, Conn., in the year 1817, and the pioneer in the education of this class in this country. There was held, in connection with it, a national convention of all the deaf-mutes of this country. For courtesies extended to me on this occasion, and for the hospitality of the College tendered to me during my stay, I desire hereby to return my grateful

#### ACKNOWLEDGMENTS.

The prize of twenty dollars, tendered by Miss Elizabeth C. Jay to

the pupil who should make the best sketch in pencil, charcoal or paint, or clay modelling from animated nature, acknowledged in our last report, was awarded to Charles T. Thompson, who, while carrying with him this proof of Miss Jay's interest in his class, hopes to shed a lustre upon her gift by his success as an art artisan.

Our thanks are further due, and are hereby tendered to the editors and proprietors of the following newspapers, which have been sent free to the Institution for the use and enjoyment of the inmates :

*Monthly.*

Our Record, Buffalo, N. Y.  
 Juvenile Ranger, Austin, Texas.  
 Texas Mute Ranger, Austin, Texas.  
 The New Method, Englewood, Illinois.  
 The Sheltering Arms, New York City.  
 The Acorn, Winthrop Centre, Maine.  
 The Pacific Banner, Winthrop Centre, Maine.  
 The Sunday School Journal, New York City.  
 Appleton's Literary Bulletin, New York City.

*Semi-Weekly.*

The World, New York City.  
 Newburgh Journal, Newburgh, N. Y.

*Weekly.*

Progress, New York City.  
 Printer's Ink, New York City.  
 The Rome Sentinel, Rome, N. Y.  
 The Tablet, Romney, W. Va.  
 The Saratogian, Saratoga, N. Y.  
 The Utica Herald, Utica, N. Y.  
 The Uptown Visitor, New York City.  
 The Weekly News, Berkeley, Cal.  
 The New York Evangelist, New York City.  
 Deaf-Mute Mirror, Flint, Mich.  
 The Companion, Faribault, Minn.  
 The Silent Observer, Knoxville, Tenn.  
 The Mute's Chronicle, Columbus, O.  
 The Deaf-Mute Voice, Jackson, Miss.  
 The Wisconsin Times, Delavan, Wis.  
 The Weekly State Gazette, Trenton, N. J.  
 The Deaf-Mute Optic, Little Rock, Ark.  
 The Silent World, Philadelphia, Pa.  
 The Kentucky Deaf-Mute, Danville, Ky.



**The Deseret Eagle, Salt Lake City, Utah.**

**The Sunday School Advocate, New York City.**

**The Deaf-Mute Index, Colorado Springs, Col.**

**The Kansas Star, Olathe, Kan. (Two copies.)**

**Missouri Deaf-Mute Record, Fulton, Mo.**

**The Goodson Gazette, Staunton, Va. (Two copies.)**

**Our Little People, Rochester, N. Y. (Twenty copies.)**

**The Deaf-Mutes' Journal, New York City. (Two copies.)**

**All of which is respectfully submitted.**

**ISAAC LEWIS PEET,**

*Principal.*

**NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1889.**



## Report on the Annual Examination.

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JUNE 13, 1889.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—As the Committee appointed by your Board to conduct the Annual Examination of the pupils for the academic year, we beg leave to submit the following as the result of our investigations:

The examinations were held in all the classes on Thursday, June 13th, commencing at nine o'clock in the morning, and closing at five in the afternoon. To facilitate the proceedings, and, at the same time, obtain a *procès verbal* whereby the standing of every pupil might be determined, the Principal, assisted by Mr. E. H. Currier and Miss Ida Montgomery, had, at the request of the Committee, prepared a separate series of questions for each class. These questions were placed in the hands of the several teachers, who required their pupils to write upon paper full answers to each of them, enabling your Committee to pass from class to class and form an estimate of the general and individual progress.

In the examination of the High Classes, the Committee were favored with the assistance of Rev. M. Van Rensselaer, D.D., to whom, as well as to Miss Hannah J. Carter, and Messrs. Walter S. Lenox, John Karst, Herbert Steele Kellogg and J. B. Tiffany, who conducted the examination in the Art Department, and to Charles W. Minor, A.M., who examined the Kindergarten classes, the Committee desire to express their cordial acknowledgement of the gratifying reports made by them. The Committee may be permitted to remark generally that the examinations were in every respect satisfactory, and indicative of superior methods, as well as intelligent and faithful effort on the part of the instructors.

The annexed schedule, which the Committee found very useful in their work, shows the general arrangement of the pupils in classes, the number in each class, their standing, and the names of the teachers in charge.

# **SCHEDULE OF CLASSES, JUNE 13, 1889.**

## **I.—MALES.**

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Thomas F. Fox.....	8 years.....	16	16
II.	Walter B. Peet.....	7 years.....	16	16
III.	Walter B. Peet.....	6 years.....	14	12
IV.	Thomas F. Fox.....	5 years.....	17	15
V.	Jane T. Meigs.....	various.....	9	8
VI.	William G. Jones.....	4 years.....	16	16
VII.	William G. Jones.....	4 years.....	15	14
VIII.	Elizabeth M. Stryker..	3 years.....	20	20
IX.	Chester Q. Mann.....	2 years.....	19	19
X.	Chester Q. Mann.....	1 year to 7 mos.....	13	13

## **KINDERGARTEN.**

*(Children under 10 years.)*

I.	Luann C. Rice.....	2 years.....	20	20
II.	C. W. Van Tassell....	1 mo. to 1 year.....	32	31

## **SPECIAL CLASSES.**

*(Deaf-Mute, 1. Deaf, Dumb and Blind, 1. Hearing Mute, 1.)*

Various.....	various.....	3	3
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## **HIGH CLASS.**

E. Henry Currier....	8 to 11 years.....	19	17
		229	220

## **II.—FEMALES.**

I.	Ida Montgomery.....	7 years.....	18	13
II.	Jane T. Meigs.....	5 and 6 years.....	21	20
III.	Myra L. Barrager.....	4 years.....	16	16
IV.	Myra L. Barrager.....	3 years.....	13	11
V.	Josephine L. Ensign..	2 years.....	15	15
VI.	Josephine L. Ensign..	1 year.....	18	18

## **HIGH CLASS.**

Ida Montgomery.....	8 to 11 years.....	16	15
		117	108

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINA- TION.	
Males,	229	Males,	220
Females,	117	Females,	108
Total,		Total,	
346		328	

ARTICULATION AND LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Ex- amination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Currier.....	19	34	53	17	28	45
E. M. Stryker.....	20		20	20		20
Jane T. Meigs.....	9	21	30	8	20	28
Emily McAllister.....	60	27	87	60	27	87
Thomas F. Fox.....	30		30	28		28
Walter B. Peet.....	33		33	31		31
William G. Jones.....	31		31	30		30
	202	82	284	194	75	269

DRAWING.

Mme. S. E. Le Prince.....	228	117	345	219	108	327
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In order to indicate the special character of the work performed by each class, and to present specimen answers to questions given, the Committee lay before you their impressions of each class separately.

#### MALE DEPARTMENT.

##### *Tenth Class.*

The lowest class of male pupils, under instruction in the main building, was taught by Mr. Chester Q. Mann. The nominal standing of the class was from one to seven months, though certain of the pupils had been under instruction a longer time than this, while others had been less than a week. To meet the varied degrees of intelligence, the thirteen pupils forming the class were separated into three grades. Grade A numbered ten boys, who had studied some pages of Peet's Language Lessons, and could count in words and figures from 1 to 100. They touched objects, as directed to do in writing, and spelled the names of objects with their fingers, and wrote on the slates what they had done. The penmanship was good. The next grade obeyed written directions, and spelled the names of the objects, but were not so ready to answer in writing and spelling as the higher grade. The lowest grade, of two pupils, simply performed the directions given them by the examiner, but could not write well, one of them being paralyzed.

##### *Ninth Class.*

There were nineteen pupils here, who were more advanced than those in the preceding class. They were likewise taught by Mr. Mann, and had been at school an average of two years. In their examination in language, which was by writing and spelling, such directions as "James, rub out the crooked line ;" "Charles, take a towel and fold it ;" "Thomas, William, Kenneth and Henry, lift the table by its legs," were readily performed, and the questions, "What did he do?" "What did they do?" and several others, were answered, first by spelling, and then by writing, the penmanship in several instances being very neat. Eight wrote the Lord's Prayer correctly, and four the Ten Commandments, the attempts of the others being more or less faulty. In Peet's Scripture Lessons they wrote such sentences as the following:

"God knows all we do, say and think."

"We must not lie, steal, fight nor swear."

"We must forgive our enemies and love them."

"If we do not forgive our enemies, God will not forgive us."

In accordance with written directions, they counted from 1 to 2,000, first in figures, and then in words and Roman numerals. The degree

of proficiency was various, but all, with two exceptions, completed the list. The sentences on the verb *to be* following personal pronouns, and followed by adverbial expressions, were indicated by symbols, and written out as follows :

“I am in the school-room.” “He is in the hall.” “Thou art in the city of New York.” “Mr. C. is in the next room.” “My book is here; it is in my desk.”

### *Eighth Class.*

The pupils forming this class had been at school three years. They were twenty in number, and were under the instruction of Mrs. E. M. Stryker. They were first examined in language, and, following the programme, were directed to write letters telling what they had done the day before. A specimen is here given :

NEW YORK INSTITUTION FOR DEAF-MUTES, June 13, 1889.

MY DEAR PARENTS:—Yesterday morning I went to the Art Department and drew a picture on my paper. In the afternoon I was in school from 1 to 5 o'clock.

Your loving son,

L. M.

The following was given them to be added, and was performed perfectly by three and approximately by the rest : “Three thousand and twenty-three ; five ; twenty-seven ; eighteen hundred and eighty-nine ; five thousand ; two hundred and sixty.”

In Geography, they gave the number of the States in the United States, the boundaries of the State of New York, the names of the Southern States, and the names of the Territories, and gave the names of the largest cities in New York and Pennsylvania. The following are answers to test questions in History : “In what year did Columbus discover America?” *Ans.*—“In 1492.” “Before the Mariner’s Compass was invented, could the sailors go far from land?” “No, they were afraid to venture far from land.”

For the test in Grammar, symbols were placed on the slate to indicate sentences composed of a pronoun in the third person, singular number, and nominative case, followed by the verb *to be* in the present tense, indicative, and by an adverb or adverbial phrase. The following are illustrations.

“The laundress is in the laundry. She is near the stove.”

“The fireman is busy. He is in the engine room.”

“The dictionary is in the closet. It is on the top shelf.”

The seventeen other members of the class each wrote a sentence on the above model.

Illustrations of symbolic sentences, containing pronouns in the third person, plural number, nominative case, followed by the present tense, indicative of the verb *to be*, were also given by the twenty pupils in this class, of which the following are specimens :

**"Some emigrants are greenhorns. They are ignorant."**

**"The pupils study their lessons. They are busy."**

**"When boys make mistakes in their lessons, they are careless."**

**"When men are prisoners, they are oppressed."**

**"When boys want to go home, they are homesick."**

**"Many people eat too much. They are fat."**

As a result of the study of Peet's Scripture Lessons, they wrote about the wonderful works of God, and gave accounts of Adam and Eve. They all wrote, from memory, the Lord's Prayer correctly. The examination was closed with the following questions : "What is your name?" "How old are you?" "How long have you been at school?" which were answered correctly in each instance. The following will serve as specimens :

**"My name is Hiram Black. I am fourteen years old. I have been three years at school."**

**"My name is Morris Marks. I am fifteen years old. I have been at school three years."**

#### *Seventh Class.*

As the committee entered this class, the pupils were replying to questions in the History of the United States. There were fifteen boys, who had been four years at school, and their instructor was Mr. William G. Jones. Some of the test questions in History, and the replies received, were: "Who were the first settlers of Massachusetts, and why were they called Puritans?" *Ans.*—"They were a religious set of people, called Puritans, because they wished to worship God in a purer manner than other people did in England." "What were the weapons that the Indians used in war?" *Ans.*—"They were clubs, bows and arrows, and tomahawks." "What did the Statesmen in England say about the Americans?" "They said that the Americans were growing too fast. They would soon become proud and independent, and some thing should be done to keep them in check." The pupils answered questions in Geography, embracing a description of the earth, the political divisions, the names of the States composing the United States, and the principal rivers, mountains and cities. Some of the miscellaneous questions on this subject, and the answers received, were: "What is a republic?" *Ans.*—"It is a country in which the people choose their governors and make their own laws." "What is the District of Columbia?" "It is a small territory, less than ten miles square, belonging originally to Maryland, and ceded by her to the United States." In Arithmetic, they changed into Roman numerals, "thirty-four, 79, forty, five, 98, twenty-one; expressed one million in figures; added columns of four figures, and subtracted

columns of five figures. The questions in Peet's Scripture Lessons were well answered, as, for instance : "What did God promise Adam and Eve?" *Ans.*—"He promised them a Saviour." "How did Rebekah deceive Isaac?" *Ans.*—"She put the skin of the kid on Jacob's hands and around his neck. When Isaac felt his hands, he believed it was Esau, and then he blessed Jacob." "What did Joseph tell Pharaoh while he was interpreting his dreams?" *Ans.*—"He told Pharaoh that there would be seven years of plenty and then seven years of famine." In Grammar, sentences were given them, partly in words and partly in grammatical symbols, with the direction to complete the sense. The following are specimens from the different pupils :

"A sloop is sailing on the river. It is going to Albany."

"The trees are green in Summer. They are pretty."

"When a man is intoxicated, he is foolish."

"They were further requested to give symbolic and written examples of the verb *to be* in the present tense, third person, and plural number, followed by an adjective, and another followed by an adverb.

The following are some specimens :

"Some boys read much. They are smart."

"All wicked men are uneasy. They are unhappy."

"Some boys are lazy. They are foolish."

"Some boys steal. They are wicked."

"Some girls dress well. They are neat."

"Many men are industrious. They are wise."

The finish in the examination in Language, included a request to each pupil, to write a journal of what they did on Decoration Day. Of the fifteen specimens, we give the first at hand :

"After breakfast, many of us went out and played. Mr. M—— called us, and we went into the chapel. We saw Dr. Peet and some teachers. They told us that the American soldiers fought bravely for our country, and we must be brave and faithful. After dinner, I went to Mr. J——'s house and fed the rabbits. I picked out the weeds, and made the garden look nice. I had a pleasant evening in the girls' sitting room.

#### *Sixth Class.*

In the afternoon, another class, likewise taught by Mr. Jones, was examined. It had sixteen boys, whose time at school averaged four years. The examination opened with the questions in Scripture, some of which here follow, with the answers received : "How did God punish Eli's sons?" *Ans.*—"The Philistines defeated the Israelites in a battle, and Eli's sons were killed." "Who was Solomon?" *Ans.*—"He was the wisest of men." "How did the Child Jesus escape the

massacre?" *Ans.*—"God warned Joseph in a dream, and he arose by night, and put Mary and the Child on an ass, and escaped to Egypt, and staid there till Herod was dead." They were next directed each to give a symbolic and written example of the verb *to be* in the present tense, second person plural, followed by an adjective. Some of the illustrations are here reproduced :

"Mr. Mann said to the boys: Dr. Peet is proud of you, because you are punctual."

"I said to my classmates: I like you, because you are kind." "Mr. Mann said to the little boys: you must stop working, because you are tired."

The exercise was then changed to examples of the same verb, in the present tense, first person plural, followed by an adverb, and the following are five of the fourteen illustrations received :

"We are in school." "We are in the chapel." "We are in the fair." "We are in the shop." "We are on the playground."

All of the class, following the direction of the examiner, wrote journals detailing their doings on May 30th. The following is a fair specimen :

"On that day, some of the boys went and saw the parade in the city. I did not go to the city. I came to school. Dr. Peet told us that we must learn multiplication. We had no recess. After dinner, I played baseball with some boys on the lawn. We did not go to the shops. I saw some boys come back from the city. When we washed our hands and faces, we went to the sitting-room. We had supper. After supper, I played baseball. Then we read the newspapers. We went to bed."

In Arithmetic, they were examined in Addition, Subtraction, Multiplication, and Division, the exercises being of the following character: "To 357 add 789, subtract 569, add 627, multiply by 39, divide by 19; what will be the result?" which was correctly performed by all but two of the boys. In History, they all wrote out the names of the Presidents. Among the other questions and answers were the following: "What was said of Washington, when he retired?"

*Ans.*—"It was said of him, that he was first in peace, first in war, and first in the hearts of his countrymen." "What can you tell of the battle of New Orleans?" *Ans.*—"It was fought on the 8th of January, 1815. General Jackson obtained a victory. In this battle, the English general, Pakenham, was killed." "Why was President Jackson censured by his opposers?" *Ans.*—"Because he removed hundreds from office, and took measures to break down the National banks, which are thought excellent institutions." In Geography, besides describing the physical features of the United States, and giving



the names of the principal cities, rivers, and mountains, they answered a number of questions in political geography, of which we append a few. "What can you say of the United States?" *Ans.*—"It is the most populous and powerful country in America." "Of what is Congress composed?" *Ans.*—"Of the Senate and House of Representatives." "For what is West Point noted?" *Ans.*—"It is the seat of the United States Military Academy." "Into what departments is the United States Government divided?" *Ans.*—"Into the Executive, represented by the President, the Legislative, embracing the two Houses of Congress, and the Judicial, at the head of which are the Justices of the Supreme Court."

#### *Fifth Class.*

The next class inspected was under the instruction of Miss Jane T. Meigs. It contained nine pupils, who retained a partial hearing, and in whose instruction special attention was given to aural development and speech reading. After a trial of the Currier Duplex Conversation Tubes, through which the pupils comprehended what was said to them, the written work began with the exercises in Geography, in which the following are specimen questions, to which are added replies from the papers of the different pupils: "How are Rivers formed?" *Ans.*—"They are formed by the running together of small streams and springs." "What are the principal governments?" *Ans.*—"They are Empires, Kingdoms and Republics." "What effect has climate upon mankind?" *Ans.*—"Climate affects the constitution, customs and health of mankind." "Where is the Yellow Race found?" *Ans.*—"It is found chiefly in Asia. The Chinese and Japanese belong to the Yellow Race." All of the class wrote verses from the Psalms, and each of the pupils wrote a hymn in full. Among those which came under our notice were: "Rock of Ages," "Nearer, my God, to Thee," "Beyond the smiling and the weeping," "America," and "Psalm of Life."

In Arithmetic, even problems were given to the class, of which the following are specimens: "A farmer has nine small apple trees. He will get four bushels of apples from each tree: how many bushels will he get?" "John fished seven hours, and caught nine fishes an hour: how many fishes did he catch in all?" The problems were worked out correctly by all the pupils without exception. Owing to the time devoted to the special exercises in aural development, it was found necessary to curtail the examination, which closed with the exercises in language, in which all the pupils were directed to write letters. We select two specimens as illustrations of the language used by the pupils of this class:

“NEW YORK, June 13, 1889.

“MY DEAR FATHER:—I have not received a letter from home for some time. To-day we are having warm and beautiful weather. I am very well, and hope you all are the same. I am very glad that the examinations are over. I shall go home next Tuesday, and Frank comes with me.

Your affectionate son,

“S. M. C.”

“NEW YORK INSTITUTION FOR THE DEAF AND DUMB, }  
June 13, 1889. }

“DEAR FATHER:—I received your letter, and how glad I was to hear from all the folks at home. You told me to come home whenever I wanted to, and soon I shall go for a pleasant vacation. There is but one thing I regret. I hate to leave my dear teacher and classmates, because they have been so good to me. Our examination is over for the year. I did the best I could, and I think it was as good as any other boy's. I shall go home next Friday, and hope to find all at home well. With love to all,

“Your loving son,

“J. L. H.”

*Fourth Class.*

In the class of five years' standing, there were seventeen pupils. They were under the instruction of Mr. Thomas F. Fox. Arithmetic formed the first subject in which the class was examined, and having been required to define “unit,” “number,” “odd number,” “even number,” and to give the words that denote the symbols, +, −, ×, ÷, and =, they were given problems in figures and words as far as Cancellation. The example, “ $2750 \times 25 - 230 \times 673 \div 2325$ ,” was performed correctly by eleven of the class. All had the following correctly: “A man bought a farm for \$9467, and sold it for \$11,230; how much did he gain?” Six gave correct solutions to the last problem given, which was as follows: “A man sold 155 acres of land at \$34 an acre, he received in payment 19 horses at \$65 apiece; how much was still due him?” The examination in language was by means of letters and journals, written by request. A specimen is appended:

“STATION M, NEW YORK CITY, }  
June 13, 1889. }

“DEAR MOTHER:—To-day it is clear and warm. I feel quite happy. We are being examined in all our studies. School will close on Tuesday. Some of the pupils will stay for the closing exercises in the chapel on Tuesday morning. Many people will be there. Can you come? If you do, I shall go home with you. I expect to see you on Tuesday.

“Your loving son,

“F. H. K.”

In the History of the United States, the questions given had reference mostly to the War of the Revolution. Some of the questions, with the replies, are given as illustrations of the work of this class: “What was the flag adopted by the United States?” *Ans.*—“It was a flag consisting of stars and stripes. The stars were on a blue ground, and the stripes were alternately red and white.” “Name some of the men who were foremost in securing independence to the United States.”

*Ans.*—"Among others were George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Jay, John Adams, Alexander Hamilton, Josiah Quincy." "Did any Englishmen favor the Americans?" *Ans.*—"Yes; the great English statesmen then living, Pitt, Burke and Fox, favored the Americans. The Earl of Chatham said that the Americans would have been slaves, if they had not fought." They were then directed to write the Lord's Prayer, and the hymn, "America," which they did readily. The exercises concluded with Geography. After having given the names of the principal rivers in North America and Europe, and the names and situations of the principal cities in the United States, they received the following questions, which we reproduce, with the replies taken from different papers: "What is the Gulf Stream?" *Ans.*—"It is a remarkable current, which flows from the Gulf of Mexico on the coast of America. It divides into two streams. One flows towards the northwestern shores of Europe, and by its warmth greatly modifies the cold of winter." "What are the tides?" *Ans.*—"They consist of a regular rise and fall of the water of the ocean. They are caused by the action of the sun and moon." "What constitutes a nation?" *Ans.*—"A group of people who are mostly of the same origin, speak the same language, and live under a distinct form of government."

### *Third Class.*

Fourteen boys, who had been at school six years, composed this class, under the instruction of Mr. Walter B. Peet. Commencing with United States History, the following were some of the test questions given, to which are annexed replies taken from the different papers: "Why did the Puritans leave their homes and come to America?" *Ans.*—"To enjoy religious freedom." "What can you say of the United States?" *Ans.*—"It is the most populous and powerful country in America." "When did the British evacuate New York?" *Ans.*—"All the English troops left New York on November 25th, 1783, and General Washington entered the city in triumph." In Geography, the class were given the names of a number of the principal cities, and were requested to tell what they could concerning their positions, population and attractions. The following are a number of descriptions brought forth by this request: "Salt Lake City is the headquarters of Mormonism. The Mormon temple is here, and it is here that Brigham Young lived." "New York is known as the Metropolitan City, and is situated on Manhattan Island, at the mouth of the Hudson River. It is the third city of the world, and the first in America, in wealth and population." "Boston is called the Athens of America, and is famous for its 'tea party' in revolutionary times."

Harvard College is in the suburbs of the city, and Daniel Webster and Charles Sumner made their homes in this city." "Halifax is the Capital of Nova Scotia, and a British naval station. It is also the station for a mail packet between England and the United States." "Harrisburg is the capital of Pennsylvania. It is situated on the Susquehanna River, 106 miles west of Philadelphia." "Charlestown, in South Carolina, is the commercial metropolis of the South. It lies at the junction of the Ashley and Cooper Rivers, and is the first rice market in the United States. Fort Sumter is in Charlestown Harbor, and the firing upon it was the keynote of the War of the Rebellion."

In Arithmetic, the boys wrote 43, 404, 376, in words correctly. They also changed DCCCC. to figures, and expressed 1889 in letters. In addition to this, they were given the following problem: "A man bought 24 city lots at \$3,650 each; what did they cost him?" "Divide 7,245 by 315," both of which were correctly worked out by the fourteen boys. The final test was in language, and after a series of exercises in writing original sentences, they were directed to write letters to their friends. This they all did; one of the specimens is here given:

INSTITUTION FOR THE DEAF AND DUMB, }  
STATION M, NEW YORK CITY, June 18, 1889. }

"DEAR FRIEND:—I am glad we are being examined to-day. I hope we shall succeed, and be promoted to a higher class. The weather is very warm. The Silentia Baseball Club has good players. They are the best of outfielders. We all hope that we shall have a successful exhibition next Tuesday. Our friends will be in the chapel, and will be glad to see us. I bid you good-bye.

"Your loving friend,

"R. Z."

### *Second Class.*

Another class, also under the instruction of Mr. Peet, was examined in the afternoon. It was composed of sixteen pupils, whose period of attendance averaged seven years. The examination opened with Geography, in which the class were questioned on the physical outlines of North and South America, with descriptions of their principal cities. The following are some of the descriptions, as taken from the examination papers: "North America is one of the grand divisions, and is divided into four physical regions. It contains the greatest Republic in the world, as well as the longest rivers. The chief products are maize, live stock and wheat." "The United States form the greatest Republic in the world. Its climate is varied and the productions numerous. The people are noted for their intelligence and enterprising spirit." "Mexico is a federal Republic composed of twenty-seven states, which were formerly ruled by the Montezumas. Mexico once supplied the world with silver. It was overcome by the Americans under General Scott, in 1847." "The City of Washington was so

named in honor of the first President of the United States. It is situated on the Potomac River, and was formerly a part of Maryland, by whom it was ceded to the United States. The capitol buildings, and all the government departments, are located here." "Cuba is an island belonging to Spain, and situated south-east of the United States. Slavery among the negroes formerly prevailed to a great extent, but is now being gradually abolished. Tobacco, sugar-cane and coffee, are exported." In the history of the United States, the questions embraced the whole subject, from the early settlements down to the Civil War. Among the questions given were the following, with which are given some of the answers: "What was done with tea in Boston Harbor?" *Ans.*—"Several Americans, disguised as Indians, seized nearly three hundred and fifty chests of tea and emptied the contents into the harbor." "When did the city of Washington become the Capital of the United States?" "In the year 1800. Since then beautiful government buildings have been built, and an imposing Capitol building. The residence of the President, known as the White House, is in Washington, and there are numerous statues of great men in the beautiful parks and squares." "Who was elected President of the Southern Confederacy?" *Ans.*—"Jefferson Davis, of Mississippi, who was inaugurated February 18th, 1861. He is almost the last of the great leaders who figured in the civil and political dissensions, which attended the outbreak of the rebellion." "What celebrated exhibition was held in Philadelphia in 1876?" *Ans.*—"The Centennial Exhibition, to commemorate the signing of the Declaration of Independence. In this exhibition, or World's fair, which lasted six months, nearly every country in the world was represented." In arithmetic they gave the Arabic for MDCCXLIX., expressed two hundred and fifty-nine in letters, and gave correct solutions for the example, "Reduce £27, 150s. 6d. 2far., to farthings." The following is a specimen from the exercises in language. "To the Examiner: It is a source of great pleasure for us to welcome you to our schoolroom, and have you examine us in what we have studied. We shall now go to work, and do our best to please you by a good examination. We have been working at our studies and our trades, since school opened last September till the present time. We expect to give satisfaction, both in our studies and in our knowledge of trades."

### *First Class.*

The class of eight years' standing, the most advanced of the Grammar Department, was under the instruction of Mr. Thomas F. Fox. It was composed of sixteen youth. Physiology and Hygiene was the opening subject of the examination. Following are illustrations of the

answers to the test questions: "What is the skin? Describe it."

*Ans.*—The skin is the covering of the body. It is thin, soft and elastic, and while constantly wearing, is regularly renewed. There are two layers forming the skin. The outer layer is called the *cuticle*, or scarf skin. The inner skin is the true skin, or *cutis*."

"Why should we exercise?" *Ans.*—"We should exercise to keep our bodies healthy. But we must not take too much, nor at the wrong time. We should not exercise too much before breakfast. The best time out of doors is about two hours after eating. Walking rapidly is good, so are rowing, climbing and swimming."

"Does alcohol make us strong?" *Ans.*—"No; as soon as a person takes alcohol, his face turns red, he feels warm, and his heart beats more rapidly than usual. The alcohol acts as a stimulant upon him, but there is a loss, not a gain of strength. The alcohol weakens the nerves, which control the flow of blood in the blood vessels, and so does much harm."

The next topic, in which the class was questioned, was Bookkeeping. The pupils were requested to define "bill," "check," "note," "receipt," "order," and to give specimens, which all did, the penmanship, in several instances, being very creditable. They also wrote business letters, and illustrations of the Day and Cash Books. The subject was concluded by an examination of their Day Books and Ledgers, which were all neat and well-ruled. In Natural Philosophy, they were requested to explain the cause of the waves, the relation of electricity and magnetism, and to describe the barometer and common pump. Appended are specimen replies taken from different papers: "The waves, that we sometimes see rising so high, are caused by the striking of the air upon the water. The faster the air moves, the higher the waves rise. When the air is still, there is scarcely a ripple on the water, and it looks like smooth glass. We would hardly think that such a light thing as the air would whip the water into such waves as we sometimes see. The waves are highest on the ocean, because the wind blows over a greater extent."

"The barometer is a glass tube, about three feet in length, and filled with mercury to within a few inches of its whole length. The air will support, by its pressure, a column of about thirty inches, which is six inches less than the whole length of the tube. A scale, divided into inches, is added to the tube, and the whole inclosed in a case, so that it can be hung in any part of the house." "Magnetism is a property in Nature, which resembles electricity, if it is not another name for the same thing." They were given five problems in Arithmetic, as far as Division of Fractions. Eleven found the greatest common divisor of 72, 96, and 132. Six performed the multiplication of  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{7}{8}$  by  $\frac{1}{2}$  of  $\frac{1}{10}$ , and four gave the correct solution of: "Three men, having \$1260, \$2268 and \$2772, respectively, agreed



to buy horses at the highest rate per head that would allow each man to use all his money. How many horses did each man buy?" The other problems were less difficult, and were performed by all. In closing, each pupil was given a different subject, and requested to write a composition. We give two illustrations, selected from among the sixteen papers, the first on the "Obelisk," and the second on the "Hudson River." "Egypt, in olden times, was ruled by a number of famous kings and queens. Among the latter was Cleopatra, who was famous for her beauty. The Egyptian rulers had many slaves, and they employed them in building the sphinx, pyramids and obelisks, which they built to a great height. Many years ago, the ruling Khedive presented one of the obelisks to the City of Paris. Another was presented to London, and, about ten years ago, "Cleopatra's Needle" was presented to the City of New York. Mr. W. H. Vanderbilt paid all the expenses of bringing it to New York, and Lieutenant Goringe superintended its removal. It is a block of stone, 72 feet high, with old inscriptions on its sides. It now stands in Central Park, opposite the Museum of Arts." "In 1609, two years after the discovery of Virginia, Henry Hudson, an Englishman, sailed to America to find a northwest passage to India. He chanced to discover the river since named after him. It is about 250 miles long, and has its source in the Adirondack Mountains. It is navigable for about 150 miles, as far as Troy. Near New York City it empties into New York Bay. It has some of the most beautiful scenery in the United States. Many people call it 'The American Rhine,' because it looks like the River Rhine of Germany. People who have come here from Germany and have seen the river, say that the scenery is more beautiful than the Rhine in Germany. In winter, the people who live between Poughkeepsie and Albany, cut the ice in the river and store it for summer use."

#### JUVENILE DEPARTMENT.

This department is composed of the two classes in the Kindergarten, at the Mansion House, in which were included fifty-two little boys, under ten years of age. Their standing was from one month to two years. They were examined by Mr. Charles W. Minor, A.M., whose report follows :

"NEW YORK, June 27, 1889.

"DR. ISAAC LEWIS PEET :

"DEAR SIR :—In accordance with your invitation, I made an examination, on Thursday, June 13th, of the boy pupils in your primary department, and I have the honor to submit herewith my report.

"There were present about fifty boys, who have been under the in-

struction of Mr. C. W. Van Tassell, Miss L. C. Rice, and Miss E. M. McAllister.

"They were divided into five classes, the highest, consisting of twenty, under Miss Rice, and the remaining four classes, under Mr. Van Tassell. Besides their regular studies, a large number of the pupils were examined in phonetic exercises and lip-reading, in which they have received instruction from Miss McAllister.

"The books used by the classes are Dr. Peet's Language Lessons and Scripture Lessons, and also his Phonetic Alphabet.

"The Fifth Class, composed of eight boys who have been at the Institute only a short time, were first examined. Four of them have learned the names of the twelve primary objects used by Mr. Van Tassell, in first teaching them to associate objects and their names together, and were able to point to the object, when the name was shown them on a chart containing the names of the twelve objects, or *vice versa*. Two of them were not able to associate the written word with the object, but when the sign for the object was made, they could then pick it out; and two of the boys, Alonzo and Freid, though they have been at the Institute since last Fall, did not seem to be able to learn much of anything.

"The Fourth Class (standing from six weeks to two years), consisting of four boys, knew the twelve objects and could write the names on their slates. A direction in writing was given to one of them: 'Touch the door.' He did as directed, and then the members of the class were asked what he did, and they answered, 'He touched the door,' the one who did it, writing, 'I touched the door,' showing an understanding of certain pronouns. They could write most of the letters of the alphabet. Chester Bell, who has been here only since March, seemed very bright and quick to understand.

"The Third Class, consisting of eight boys (standing five months to two years), first wrote their names, ages and residences. I then took my watch from my pocket, and after their attention was directed to it, opened it and shut it, and asked them what I did. Some wrote, 'You opened your watch,' some, 'You shut your watch,' and others, 'You opened your watch, you shut your watch,' the latter showing that they understood perfectly, but had not a sufficient command of language to express it properly. They wrote correctly, on their slates, short sentences from Dr. Peet's Scripture Lessons, which they had committed to memory, and they were able to count from one to ten, and could write the same on their slates. They are also able to make the signs for all the words which they know, and have learned many more words than the lower classes. Hefferman and Satow were decidedly the brightest in this class.

"The Second Class consists of twelve boys (standing one to four



years), eleven of whom were present. The sentence, 'Herman, take your book and read it,' was written on the large blackboard by their teacher. Herman did as directed, and the boys, on being asked what he had done, answered it correctly in writing. I broke a crayon into two. They wrote, 'You broke the crayon,' a couple writing, 'You broke the crayon in two.' Certain directions in writing were given to each, and they did as directed, and then wrote on their slates what they had done. They were given verbs and told to write sentences containing the words given them, which they did correctly. Also the same with the pronouns 'their' and 'her.' They also wrote, from memory, quotations from Dr. Peet's Scripture Lessons, and they all knew their names, ages and residences, which they wrote on their slates. They could also transpose from words to figures, and *vice versa*, numbers to one hundred thousand. Herman Landre, who came to the Institute just before the examination last year, and who then showed remarkable brightness, seems to be one of the most intelligent boys in the whole department, as is also George MacDonald.

"The First Class, under Miss Rice (standing two years), consists of two divisions, but they were examined in most things together. They were first given the sentence, 'Count the buttons on Fred's coat.' The one to whom the direction was given, counted the buttons, and the pupils when asked, 'What did he do to the buttons on Fred's coat?' answered, 'He counted them.'

"The following direction was then given to Joshua Levy, in writing, he being the only one to whom the paper was shown. 'Joshua, put your right hand on your left ear, and your left hand on your right ear.' He puzzled over it a moment, and finally did it, and the boys were asked, as usual, what he did. It seemed to bother them some at first, but after a little explanation, and a couple of repetitions by Joshua, they all succeeded in answering correctly. I then sharpened a lead pencil, and asked what I did. Some answered 'You cut the pencil,' some, 'You sharpened the lead pencil with your knife,' and one, 'You sharpened your knife with your pencil,' but on being shown the the absurdity of that by trying to do it, he saw his mistake and corrected it at once.

"They all wrote on their slates, lists of 'animals,' 'toys,' 'fruits,' 'parts of the body,' etc., which Miss Rice has prepared for them, and which they have committed to memory. They also gave correctly the past tense of a number of verbs, both regular and irregular, and answered correctly the following questions from Dr. Peet's Scripture lessons: 'Of what was Eve made?' 'Why must we all suffer and die at last?' 'Can God see us?' 'Whom does God punish?' They also wrote the Commandments, some writing them

word for word, others, as follows : ‘The sixth commandment teaches us not to kill.’

“In arithmetic, they did examples in addition, and transposed numbers from words to figures, and *vice versa*. And they all wrote a journal of the events of the day, showing a clear understanding of the events happening around them, though, of course, some of them contained a number of mistakes ; but, taken as a whole, they were remarkably well written, and much better than would be expected of a class of boys of the same age enjoying the use of all their senses.

“In addition to the above, the boys, who receive instruction from Miss McAllister, were examined in phonetic exercises and lip-reading. The class was examined in divisions.

“One division, composed of six boys, who have studied but a short time, recognized the phonetic sounds, as made by their teacher, and wrote the letters representing those sounds on their slates.

“The next division could understand words and short sentences, such as ‘Shut the door,’ ‘Give me a book.’”

“They also wrote on their slates a sentence dictated to them, and then transposed it into phonetic signs. Another division gave in the manual alphabet the letters representing the phonetic sounds as made by their teacher, and also wrote the full phonetic alphabet on their slates.

“Another division were given combinations of sounds and words, which they correctly spelled.

“Eddie Rapholdt and Walter Taylor were the furthest advanced, and were examined in a division by themselves. They could speak their names, ages and residences, could carry on a conversation, and one of them read a short piece distinctly enough to be understood by almost any one.

“Too much cannot be said in favor of teaching the deaf-mutes this art of reading from the lips, and where the organs of speech are still perfect, also teaching them to talk.

“Throughout the whole examination, the boys did remarkably well, and their teachers certainly deserve much credit for the care and attention devoted to their pupils.

“All of which is respectfully submitted.

“CHARLES W. MINOR.”

#### SPECIAL CLASS.

In this class there were three pupils of varying degrees of progress, and who were taught by various teachers. The first examined was Richard T. Clinton, who is deaf, dumb and blind. His instruction was carried on by means of the manual alphabet, signs and objects, his course being an extended one in History, Geography, Arithmetic and

Language. He is an adept in the use of the type-writer, which he controls by the sense of touch. Special interest was attached to his examination, and, as an illustration of his use of the English language, we select the following from among the papers he produced on the type-writer at the Commencement:—

June 18, 1889.

“I am very glad to have these gentlemen and ladies come to our Commencement. I am proud to show them how I write with the type-writer. I am deaf and dumb and blind. Before I came to the Institution, I did not know a word of the English language. Since then, I have learned to express my thoughts by words, and have studied arithmetic and geography. Some people think I am unhappy, but I am not unhappy. My friends talk to me, and tell me everything that happens. A monitor tells me what is said by signs in the chapel. I even read books, with the assistance of my fellow pupils. I work in the cabinet shop, and learn caning chairs. I hope I shall earn my own living in that way. Before I came to school, I knew nothing of God. Now I know that he is my Father in Heaven. He is good and kind. I love my Saviour, Jesus Christ, the Son of God. He died on the cross for us all. I have repented of my sins. I hope He has forgiven them. If I go to heaven, my blind eyes will see, and my deaf ears will hear, and my silent tongue will speak.

“RICHARD T. CLINTON.”

The instruction of the other two members of this class, one a deaf-mute and the other a hearing mute, was largely in the direction of voice culture, and was conducted by Mrs. C. E. Lounsbury. One of them, a deaf-mute from birth, who had never spoken a word before the beginning of the term, but was familiar with written English, was found articulating quite well, and the other; who had good hearing, but whose organs of speech were powerless, had, through special methods, been enabled to enunciate a number of words quite distinctly.

#### FEMALE DEPARTMENT.

##### *Sixth Class.*

This was the lowest grade of the female pupils, and was composed of eighteen little girls, whose time in school averaged one year, though some of them had not been under instruction more than a month. They were taught by Miss Josephine L. Ensign. The lowest form, which embraced those pupils who had been entered at different times during the year, was first examined. One of them wrote her name and age, and the names of her parents, quite neatly, and also answered questions and directions in writing. The others distinguished the twelve objects, and spelled the names, using the manual alphabet. The more advanced part of the class was given simple questions, of which we append several

with the replies received: 'Can you hear?' 'No, ma'am, I cannot hear.' 'Are you sick?' 'No, ma'am, I am very well.' 'Is it raining?' 'No, ma'am.' 'Can you see the sun?' 'Yes, ma'am, I can see it.' They wrote out, from memory, quite neatly, the Lord's Prayer, and 'Now I lay me down to sleep,' and each of them wrote a different hymn, among those, being, 'Beautiful Zion,' 'Saviour, Teach me,' and 'I'm a Pilgrim.' In answer to the request to tell something about God, the following sentences were written by different pupils: 'God is just,' 'God loves me,' 'God is good,' 'God never sleeps,' 'God is merciful,' 'God is never weary,' 'I love God,' 'God can see us,' 'We cannot see God.' The final exercise was in counting from 1 to 100, which was done by all in figures. The exercise was then changed to counting by threes to 102, which was also successfully accomplished.

#### *Fifth Class.*

The female class of two years standing, also under the instruction of Miss Ensign, was examined in the afternoon. In it there were fifteen pupils. The examination opened with questions in Dr. Peet's Scripture Lessons, to which the following answers were returned, "Who was Abraham?" *Ans.*—"Abraham was a good man. He loved God and trusted in him." "What did God tell Abraham to do?" "God told Abraham to leave his friends." "Did Abraham obey God?" "Yes, he obeyed God, and went away to Canaan." "What did God command Abraham to do to Isaac?" "He commanded him to slay Isaac." "Did Abraham obey God?" "Yes, he went with Isaac to a high mountain. He bound him and laid him on a pile of wood, and raised his knife to kill him. But the Angel of the Lord called to him from heaven and told him not to hurt Isaac." They were next given simple questions in American History, illustrations of which, with pupils' answers, follow: "Who was the first President of the United States?" *Ans.*—"General George Washington." "How many years was Washington President?" *Ans.*—"Washington was President eight years." "Who is President of the United States now?" *Ans.*—"Mr. Harrison; he became President on the fourth of March, about three months ago." "Who was President before Mr. Harrison?" *Ans.*—"Mr. Cleveland. Mr. Cleveland is a Democrat, and Mr. Harrison is a Republican." After each of the pupils had written a hymn, and the Lord's Prayer, they were requested to write out one of the stories that had been told to them. Of the several illustrations, we select the shortest: "An elephant one day put his trunk through the window of a tailor's shop. Perhaps he meant to ask for something to eat. One of the tailors pricked him with a needle. The elephant went quietly away to a pond

of muddy water. He filled his trunk with the water. Then he returned to the shop and squirted the dirty water all over the tailors, and spoilt their work." After having been questioned in Grammar on the definitions of the parts of speech, the pupils were directed to place the proper grammatical symbols above the words composing the following sentences. "Ex-President Cleveland is in New York. He is at a Hotel." "Queen Victoria is in England. She is in one of her palaces." All of the pupils gave the correct symbols for the sentences.

#### *Fourth Class.*

There were in this class thirteen pupils, who had been at school three years. They were under the instruction of Miss Myra L. Barrager. Their first exercise was that in language, in the use of which they were tested by the letters they wrote. The following is a specimen :

"STATION M, June 13, 1889. .

"MY DARLING MOTHER:—I am very well and very happy. It is a beautiful day, and we are all busy. We shall soon be getting ready to go home. Yesterday the High Class girls and some of the teachers went riding. They went in a big covered wagon, and came home before dark. I send love and kisses to you.

"Your loving daughter."

They were then examined in the Geography of North and South America, some of the questions and answers being as follows : "What can you say of Maine?" *Ans.*—"Maine is the most north-eastern State of the Union. It is a large State. Maine is noted for its lumber and ship building." "Tell me something about New York." *Ans.*—"New York is noted for the beauty of its lakes, rivers and waterfalls. The Falls of the Niagara are on the western part of New York. There are many cities in this State. The City of New York is the largest city in the Union. The State produces much butter, cheese and leather. It has several schools for the deaf." "What can you say of Mexico?" *Ans.*—"The low grounds are hot and unhealthy. The tablelands are mild. The capital is the City of Mexico. . The products of the country are oranges, figs, coffee, silver, copper and cochineal." The class was then given several examples in Addition, Subtraction and Multiplication, most of which were correctly performed. Each of them wrote a hymn, which was followed by questions in Scripture Lessons, specimens of which, with the replies elicited, as taken from different papers, follow : "How did Samson lose his strength?" *Ans.*—"He married a Philistine woman named Delilah. She teased him to tell her the secret of his great strength. He told her that he would be strong as long as he did not cut his hair. When he was asleep, Delilah cut off his hair. He became very weak. The Philistines seized him and put out his eyes." "What can you say of Solomon?" *Ans.*—"Solomon was the wisest of men. He made a magnificent temple to the honor of

the Lord. But when he became old, he took many wives from among the idolaters. He let them make altars to strange gods, and God was angry with Solomon." "Tell me something about Absalom?" *Ans.*—"He was the son of David. He was a very wicked man, and wanted to become king of Israel. He tempted some of the people to go to war against his father. David's army defeated Absalom's army, and as Absalom rode under an oak tree, his long hair caught in the branches of the tree, and he was killed."

. . .  
*Third Class.*

Another class taught by Miss Barrager was the third, in which there were sixteen young girls, of four years' standing. The work of examination opened with the History of the United States, in which the class were given questions in the early colonial period. The following specimens are answers to some of the questions given them: "Why did King Philip hate the English?" *Ans.*—"Because he thought they were taking too much land from the Indians." "Tell about the English attack on Quebec?" "Quebec was the most strongly fortified city in America. It was held by the French. Eight thousand English troops marched against it, under the command of General Wolfe. The French were commanded by General Montcalm. The two armies met near Quebec, Sept. 13, 1756, and General Wolfe was killed. The English were victorious. Quebec fell into their hands, and Canada was conquered. The English have owned Canada ever since." "What was the Stamp Act?" "It was a duty, or tax, on every piece of writing paper for deeds and the like. Each piece of paper had a representation of the crown stamped on it. The Americans did not like the tax, and it was repealed."

In Geography, after naming the principal rivers of the United States, and the principal rice-growing States, and locating the various schools for the deaf in the State of New York, they were directed to write about "New York," "Florida," and "Chicago." The following are taken at random from among the sixteen papers: "New York is the largest State in the Union. It was settled by the Dutch in 1620. It has over four millions of people. It excels in commerce, produces live stock, butter, cheese, grain, potatoes and leather. Its chief city is the metropolis of the nation. West Point is the seat of the United States Military Academy; Saratoga is the most famous watering place in America; Niagara Falls are also famous; Rochester is noted for its flour mills." "Florida was settled by the French in 1565. It has immense swamps. Its climate is good, and many invalids go there for the benefit of their health. Florida is noted for its oranges. Its chief city is Jacksonville." "Chicago is noted for its rapid growth, and for its



trade in grain and lumber. It has the largest beef and pork packing establishments in America."

Following the questions in history, the class were given problems in the four ground rules. All performed the examples in addition and subtraction. Ten had correct answers to "Multiply 74063985 by 23," and eight gave the correct solution to, "Divide 74083947 by 18." As a test of their use of language, they were requested to write letters to their parents, and also journals for the day. The following is a specimen journal for illustration :

"This afternoon it is cool and pleasant. We are being examined. My classmates have almost finished their papers. I hope they may be successful. We have had to study hard, but now are excited, because we shall soon go home. Miss Barrager is happy, because her pupils show progress. Our class will help to send some clothes to Johnstown, Pa. We are thankful to God, because we have been saved from all floods and dangers. We have been happy at school, and will return again next September.—" A. S."

By request, each of the pupils wrote the hymn, "Just as I am," and this was followed by the questions in Scripture, which closed the examination. The following is a specimen :

"Tell the story of the man sick with the palsy."

"Jesus went to Jersualem, to the temple, where he was to preach. While he was preaching, a man sick with the palsy was carried near him by four men. They could not reach Jesus on account of the great crowd. So they went up to the roof, and let the sick man down to where Jesus was. When Jesus saw the sick man, he knew that he had great faith, and healed him. The crowd marvelled at the great power of Jesus in healing the sick and afflicted."

#### *Second Class.*

Twenty-one young girls, of five and six years' standing, composed this class, under the instruction of Miss Jane T. Meigs. Beginning with Geography, they first named the States forming the United States, gave the names of the South American States, and enumerated the countries of Europe. Next they were directed to tell what they could of selected states and countries. The following are some of the descriptions given by them : "Maine is the largest of the New England States. The winters there are long and cold. The State has extensive forests, and many sawmills, and also many harbors. Augusta, on the Kennebec River, is the Capital. Portland, on Casco Bay, is the largest city." "Maryland lies on both sides of the neighboring States. Annapolis is the Capital, and the seat of the

United States Naval Academy. Baltimore is the largest city." "Wales lies west of England. The scenery is very beautiful. The people are called the Welsh, and, in some respects, the language of the lower classes is very peculiar." "France is on the continent of Europe. Its principal city is Paris, which is noted for the beauty of its streets and buildings, and for its general air of gayety. A World's Fair is now being held there. France is the largest Republic in Europe, but its political standing is uncertain, and the Republic is not so well established as in the United States." After geography, United States History formed the subject of examination. In this, the replies to the test questions speak for themselves: "Why is the 4th of July celebrated by the Americans?" *Ans.*—"Because on that day, in 1776, the Declaration of Independence was agreed to by the American Congress at Philadelphia." "What can you say of Thomas Jefferson?" *Ans.*—"He was Secretary of State in Washington's Cabinet, and was afterward the third President of the United States. It was Jefferson who drew up the Declaration of Independence, and who founded what is now called the Democratic party." "What took place at Fort Washington on the Hudson?" *Ans.*—"It was bravely defended by the Americans under General Morgan, and over 1000 of the British were killed. After a severe engagement, the American force of 2700 was obliged to surrender to General Howe." "When and by whom was the Massacre of Wyoming committed?" *Ans.*—"By 1600 Tories and Indians, led by Colonel John Butler, who was noted for his cruelty, July 3d. The patriots' houses were burned, and their families cruelly murdered."

In Arithmetic, they were given five examples in the four ground rules. "One dime is 10 cents; how many cents in 9 dimes?" was answered by all. Eleven gave the correct reply to "4567801 multiplied by 549." The others were more or less incorrect. Eight gave the correct quotient of "214,070,256 divided by 283," and examples in addition, given in words, were correctly performed by eighteen.

Each of the pupils wrote a hymn, and two verses from one of the Psalms. Finally, all were requested to write a letter home, as a test in language. The following is taken from the first paper at hand:—

"NEW YORK, June 13, 1880.

"MY DEAR PARENTS:—I take much pleasure in writing these lines to you. In a few days I shall see you all at home. I shall be glad to meet all the family again. To-day I have been very busy. During the year I have tried to learn and make rapid improvement in my studies. I know that, if I succeed at school, you will feel proud of me. I would like to write a longer letter, but our examination is nearly over, and school will soon close for the day. With love to you, and hoping to see you next week.

"Your affectionate daughter,

"M. C. P."



*First Class.*

The highest class of the Female Grammar Department was under the instruction of Miss Ida Montgomery. There were in it eighteen young girls, with an average of seven years at school. The examination of the class opened with the questions in United States History. Five questions were given to each pupil on this subject. The following illustrate some replies to the questions, as taken from the various papers :

(a) "State what caused the Revolutionary War, (b) name some of its great men, and, (c) tell what was gained by it."

(a) "It was caused by the Navigation Act, the Stamp Act, Taxation without Representation, Writs of Assistance, Boston Tea Party, Boston Massacre, and the Mutiny Act."

(b) "George Washington, John Adams, Thomas Jefferson, James Monroe, Benjamin Franklin, Alexander Hamilton, Patrick Henry, Arnold, Greene, Paul Revere, Putnam, Warren, Hale, Count Pulaski, Thaddeus Kosciusko, Baron Steuben, Lafayette, Gates, Lee, Clinton and Gage."

(c) "It gained Independence."

After naming the Presidents of the United States, and the principal battles of the Revolutionary War, they were requested to name ten battles of the Civil War, with the names of some of the prominent generals who fought in it. All of them did so, giving details, as, for instance, in naming the Presidents: "Thomas Jefferson—He was the best scholar of the early Presidents. He founded the Democratic Party." "Abraham Lincoln—He was called 'Honest Abe.' His famous words are 'With malice toward none and charity for all.'" The questions in geography covered the whole subject. They were required to name and locate twenty capes, ten seas, ten bays, ten mountain peaks and five active volcanoes, which all but four successfully did, while the others erred in only a few names. Being required to (a) Name the principal countries of Europe, (b) name their capitals, and (c) name present rulers," the answers received were of the following clear and pithy character :—

(a) England.	(b) London.	(c) Victoria.
(a) France.	(b) Paris.	(c) President Carnot.
(a) Germany.	(b) Berlin.	(c) Emperor William.
(a) Russia.	(b) St. Petersburg.	(c) Alexander III.
(a) Austria.	(b) Vienna.	(c) Franz Josef.
(a) Italy.	(b) Rome.	(c) Humbert I.
(a) Denmark.	(b) Copenhagen.	(c) Oscar II.
(a) Holland.	(b) The Hague.	(c) William III.
(a) Greece.	(b) Athens.	(c) George I.
(a) Spain.	(b) Madrid.	(c) Alphonso.

They were further required to bound any one of the United States, name its Capital, principal cities, rivers, lakes, mountains and products, in doing which only two even partly failed. The next exercise was in writing proverbs from memory, and giving the meaning of the proverb, at which all were ready. We give two illustrations from among the hundred written, “‘Practice makes perfect,’ which means, if we want to do a thing well, we must do it again and again.” “‘Pride will have a fall,’ that is, people who boast often will have a fall.” All readily wrote a hymn, and verses from the Psalms, which were written in clear and neat penmanship. Letters were next written, of which we produce a specimen.

NEW YORK, June 18, 1880.

“MY DEAR PARENTS:—I am very happy to write a few lines to you to-day. I am very well. I hope that you will have a splendid time, when you come to see the exercises on the 18th of this month. I shall be glad to see you again. Give my best love to my brothers. I send my dearest love and a bushel of kisses to my dear parents.

“Your affectionate daughter,

“M. E. R.”

“The final test was in Arithmetic. The questions were: (1) “Which is the most  $\frac{1}{2}$  or  $\frac{1}{3}$ ?  $\frac{1}{4}$  or  $\frac{1}{5}$ ?  $\frac{1}{6}$  or  $\frac{1}{8}$ ?” (2) “Agnes had \$5.25 to spend. She bought  $4\frac{1}{2}$  yards of ribbon at 16 cents,  $3\frac{1}{2}$  yards ruching at 20 cents,  $\frac{1}{2}$  yard of silk at 80 cents, a pair of gloves for half a dollar, some candy for a quarter, and a glass of soda-water for a nickel. Her car fare was 20 cents. How much money had she left?” One failed in both questions. All the rest gave correct answers, except two, who worked out the second correctly, but failed to give the reply to the question regarding the sum of money left after all expenditures.

### *The High Class.*

“As previously mentioned the Male and Female High Classes, were examined by Rev. M. Van Rensselaer, D.D., who reports :

TO ISAAC LEWIS PEET, LL.D., *Principal, New York Institution for the Instruction of the Deaf and Dumb :*

“Having been requested by you to give my impressions of the recent examination at which I was present by your courtesy, I beg to say that I attended the examination of the Male and Female High Classes, conducted by Professor Carrier and Miss Ida Montgomery respectively. Mr. J. Hood Wright, Mr. A. T. Brown and I, were introduced to the classes in their different rooms, and received from every scholar a courteous and graceful welcome written on the black-board, remarkably well expressed, in a free, flowing hand. There were apparently no books in the rooms, except a dictionary, and the pupils were seated at their desks, with nothing before them but their writing

implements. Questions were put before them, to which they returned written answers. These questions embraced the following subjects in the respective classes.

*Male Class.*

United States History, Geography, Language and Literature, Grecian and Roman Philosophy, Chronology, Moral Science, English Composition, Grammatical Symbols, Development of the Verb, Lip-Reading, Selections for memorizing, from the Bible and Hymns, Arithmetic and Drawing.

*Female Class.*

History of England, Henry VII. to Victoria, Biography of English Statesmen, Commanders and Poets, Biography of American men of letters, Geography, Mythology, Proverbs, Arithmetic, Lip-Reading, English Composition, Typewriting, Selections from the Scripture, made by the pupils on given subjects, Hymns and Drawing.

In addition to the prescribed questions prepared by the Committee, cards were placed at our disposal to enable us to extend the examination on the same lines, if so disposed.

It is needless to enlarge on the scope and variety of the subjects proposed, nor of their sufficiency to test the memory, judgment, taste and acquirements of the pupils. To say that these bore it well is to express very feebly the impression produced by their answers. With every allowance for difference of ability, temperament, skill, intelligence and amount of information, the work was uninformedly well done, and with an interest and cheerfulness quite novel to a somewhat old examiner. There was no evidence of cram, or of any of those various devices familiar to an expert in our ordinary school and college examinations. Everything seemed to be done fairly and honestly, as evinced by a great variety of experiments and tests, such as off-hand questions, running comments, etc., eliciting intelligent answers and remarks evincing a thorough knowledge and appreciation of the points suggested. In fact my impression of the papers handed in was entirely different from anything before experienced with examination papers, making them more like interesting and well-written essays on a variety of topics than the brief, *jejune* and lifeless skeletons, which too often do duty in the examinations of those who can hear and speak.

As specimens of the work done, I respectfully submit the following, which comprise a very few out of a large number of equal merit, the reproduction of which the limits of space alone prevent.

**MALE CLASS.**

**“ ADDRESS OF WELCOME.**

**“DEAR GENTLEMEN:—**We are extremely glad to welcome you as the examiners of this class for the purpose of investigating our progress this season. We may say that we have succeeded in improving far more than we did last year. You can judge how far we have studied. I hope that this examination will be very successful. We mostly look forward to our two months' vacation, as we desire to know what we will do this summer. That your visit to this school will prove to be a most pleasant one, is the wish of”

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**“ ADDRESS OF WELCOME.**

**“THE EXAMINERS:—**It is a source of happiness to me to extend you a cordial greeting, and it is our earnest hope to be able to make you exceedingly pleased with our examinations beyond your expectations. Indeed, we will be laboring under great strain on account of warm weather, but we do not propose to falter in our work.”

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**Question.—**When does a century begin and end?

**Answer.—**It begins with the year 1, and ends with the year 100.

**Q.—**What is a cycle?

**Ans.—**It is the length of time that elapses between two returns of the sun, moon or other planets, to the same relative position to the earth.

**Q.—**What is a chronology?

**Ans.—**It is a record of events in the order in which they occurred.

**Q.—**What is an era?

**Ans.—**It is a period of time beginning and ending at a stated date.

**Q.—**What was the character of the ancient Roman reckoning?

**A.—**The ancient Romans reckoned the year as containing 365 days, but this was wrong by several hours and finally amounted to several days, so that the Roman festivals gradually shifted from their true anniversary. This was rectified somewhat by Julius Cæsar, who established a calendar which bore his name. He divided the year into 365½ days. Every common year he counted as 365, and leap year, or every fourth year, 366 days. This was nearly right but erred about eleven minutes every year, which amounted to about three days in 400 years. Thus, in the course of years, the dates kept growing more and more incorrect, until in 1532 (about) Pope Gregory abolished it, and established a better one of his own invention.

**Q.—**Describe the Gregorian Calendar and tell how its excess was rectified.

**Ans.—**Gregory began by dropping eleven days from the year, and then counting 365 days to every common year, and 366 to every fourth year, but every one hundredth year was not a leap year, unless it was also a period of 400 leap years: hence every century divisible by 400 is

a leap year, otherwise it is not. This calender of Gregory's errs by one day, only, in 4000 years.

*Q.*—What do you consider the Seven Wonders of the World ?

*Ans.*—(1) The Electric Telegraph, (2) The Steam-Engine, (3) The Electric Light, (4) The Telephone, (5) The Photographic Camera, (6) The Eiffel Tower in Paris, (7) The new Edison Phonograph, (8) The Type-writer."

Another said. Being an American, I will name the Brooklyn Bridge, the "City of Paris," the Elevated railway, the palatial steam-boats found on all the waters of the United States, the Telegraph, the papers that are printed every day all the year around, and the institutions for the deaf and dumb."

*Q.*—What did the Greeks consider the Seven Wonders of the World ?

*Ans.*—The Pyramids of Egypt, the walls and hanging gardens of Babylon, the Pharos at Alexandria, the Temple of Diana at Ephesus, the statue of the Olympian Jupiter erected by Phidias, and built of gold and ivory, the sepulchre erected by Queen Artemisia to her husband, Mausolus (hence the English name Mausoleum), and the Colossus of Rhodes."

*Q.*—What is Logic ?

*Ans.*—It is the art of reasoning, and is a Greek word signifying a discourse or a method of formed reasoning.

*Q.*—Name some of the prominent Greek poets.

*Ans.*—Homer, the greatest and earliest of all the Greek poets ; Hesiod, the earliest poet of Greece, next to Homer ; Sappho, a famous Greek poetess, to whom Lord Byron refers in his verses, "Isles of Greece," "Where burning Sappho loved and sung ;" and Pindar, who wrote chiefly in praise of the victors of the Olympian, Pythian, and other festivals."

*Q.*—What is the Socratic method of reasoning ?

*Ans.*—It is, when arguing, to ask questions by answering which an adversary unconsciously makes certain fatal admissions. Socrates resorted to this device in order to force his pupils to think for themselves and also to be on their guard against fallacies."

*Q.*—Who was the "Stagyrite" and why ?

*Ans.*—Aristotle. He has been so called from having been born at Stagyræ, a Greek colonial town.

*Q.*—What are Palimpsests ?

*Ans.*—They are ancient manuscripts from which the original writing has been effaced in order to make room for later writing. The original writing was, in most cases, removed by monks, who wrote tales of miracles and lives of saints on the parchment. In some cases, the original writing has been restored by the use of chemicals. Pa-

limpsests are quite rare, but a few may be found in large libraries.

*Q.*—What can you say of the United States?

*Ans.*—It is the greatest republic on the earth, is divided into four physical regions, contains the five Great Lakes, is noted for its great manufacturing processes, and its people are the most intellectual in the world.

### FEMALE CLASS.

The following are selected from the addresses made by the members of this division :

“ The end has come, as come it must  
To all things ; in these sweet June days  
The teacher and the scholar trust  
Their parting feet to separate ways,”

“And examination day has brought us three examiners in the persons of Rev. Mr. Van Rensselaer, Mr. J. Hood Wright, and Mr. A. T. Brown, who will decide whether our course in school this year is deserving of credit to ourselves and our teacher. We share all the apprehensions that are associated with an examining process, as we consider whether success will crown our work this day. To our examiners, we extend a most cordial welcome, and hope that they will appreciate our work, and believe that we have tried our very best, even if the result does not show it. While the ‘proof of the pudding is in the eating,’ good housewives will tell you that the most carefully compounded puddings often turn out very badly.”

Examination gives us relief and rest with bright plans for our vacation, but our peace of mind depends entirely on our work to-day. We hope that the fates will be propitious, and that the muses will inspire us with wisdom and you with mercy, so that when you go away, you may carry pleasant recollections of your visit, and this may be a ‘red letter day’ to us.”

“Our greeting to the Rev. Mr. Van Rensselaer is as cordial as we can make it, while remembering that he is here in the dread guise of an examiner. We are sure, however, that he can sympathize with our anxiety on this occasion, having “been thro’ the mill.” It is our most earnest desire to do our wise teacher that credit which she deserves, and to that end we shall try very hard to do well to-day, and show that we have added to our store of knowledge somewhat the past year. We trust that Mr. Van Rensselaer’s recent experience as examiner in a theological school in the city will not detract from the interest of his task to-day. We have not gone any further in theology yet, than the Ten Commandments and the Golden Rule ; but is that not far enough ? Doctrines are of little consequence when the heart beats truly, and true hearts are what we strive for. We trust that the day will pass

quickly and pleasantly for our examiner," and may his interest in the Institution be increased."

To the question, "What can you say of Oliver Wendell Holmes?" one made reply :—

"Oliver Wendell Holmes is not only a poet, but a great physician and philanthropist. He was born in Cambridge, Mass. Some of his poems are greatly admired. The 'Living Temple' and the 'Flower of Liberty' were written by him.

"He is possessed of great sweetness of disposition, and is always willing to help others. He is now 82 years of age. He was graduated at Harvard College, and received the degree of M.D. The following is an extract from one of his poems :—

"O! Lord of Hosts, Almighty King,  
Behold the sacrifice we bring,  
To every arm thy strength impart,  
Thy spirit shed through every heart.  
Wake in our breasts the living fires,  
Thy holy faith that warmed our sires,  
Thy hand hath made our nation free,  
To die for her is serving thee!"

"What can you say of Sir Walter Scott?"

"The Wizard of the North,' he is aptly styled, for few writers are as fascinating. I intend to know more about him some day. He was a large-souled and large-bodied man. He was passionately fond of dogs, and a certain pet of that species has become celebrated. He called her 'Maidie.' She was a greyhound, and he was so much attached to her that he built a tombstone over her remains when she died. Sir Walter was fond of children also. One Marjorie Fleming was almost his idol. All that we know of her presents her to us as a remarkable child, and one who would have made a stir in the literary world had she grown to womanhood. Sir Walter Scott's best known works are the 'Waverley Novels,' among them, 'Ivanhoe,' 'Kenilworth,' 'Heart of Mid-Lothian,' etc., also a history of Scotland under the title 'Tales of a Grandfather.' He has written several long and thrilling poems, which are 'novels in rhyme.' These are 'The Lady of the Lake,' the 'Lay of the Last Minstrel,' 'Marmion,' 'Lord of the Isles,' etc.

"In his later years, Scott had many troubles. He did not do wisely about his money, and died in debt, I believe. But this is nothing to blame him for, as we know it was his generosity that brought him to debt. From his novel, 'The Heart of Mid-Lothian,' I will quote a touching passage :—

"The poor prisoner instantly started up and stretched herself half-way over the bar towards the side at which her sister was to enter; and, when, slowly following the officer, the witness advanced to the



table, Effie, with the whole expression of her countenance altered from that of confused shame and dismay, to an eager, imploring, and almost ecstatic earnestness of entreaty, outstretched hands and eyes glistening through tears, exclaimed, in a tone which went through the heart of all who heard it, ‘O, Jeanie, Jeanie, save me, save me!’

“As a specimen of his poetry, I append the following :—

“ ‘If thou would’st view fair Melrose aright,  
Go, visit it by the pale moonlight,  
For the gay beams of lightsome day,  
Gild but to flout the ruins gray.  
When the broken arches are black in night,  
And each shafted oriel glimmers white,  
When the cold light’s uncertain shower  
Beams from the ruin’d central tower,  
\* \* \* \* \*

Then go, but go alone the while,  
Then view St. David’s ruin’d pile !”

*Q.*—“How do you prove the existence of a God?”

*Ans.*—“By the testimony of His wondrous works. ‘Day unto day uttereth knowledge, and night after night sheweth wisdom.’ The sun rises in the eastern heaven from morn to morn and passes on to the west where it sinks below the horizon every evening, and this goes on year in, year out without change. Let us look to-morrow for the sun to rise in the north or to set in the southeast. Impossible ! Absurd ! Yet if there be no God, as thou sayest, O fool, in thine heart, why should we not look for the sun to rise in the north, or for the moon at mid-day, or for ‘grapes on thistles,’ and ‘figs from thorns?’ Why do certain events follow each other without fluctuation? Why does not Spring come before Winter, or Autumn in the midst of Spring, “as it happened.” Think you, O Fool, that this wonderful regularity and harmony in all things around us could exist, were there not a God to direct all and watch over all?

“Look upon the celestial orbs, which move in such sublime harmony, look upon the trees which blossom in Summer and cast their leaves in Autumn, look upon the mighty rivers of the earth ever flowing on and on, look at the products of the earth and then turn to man. Note what a wondrous being is man. How far he is placed above the brute beasts that perish. What he has been permitted to accomplish! Can you deny that we have immortal souls? Can you deny that there is one Supreme, loving, all-wise Being, who holds the earth in the hollow of His hand?

“How much better the idol worship of the heathen who have not yet attained to the comprehension of an invisible but Almighty Spirit, and must needs try to soothe his inward longings by falling down to idols of wood and stone, than the unbelief of the atheist. The atheist lives



but to eat, drink and be merry. Why should I aspire any higher, he asks, since I shall be nothing when I am dead !

“Nothing ! Nothing ! Oh, what a thought ! No. No. Let us cast vain unbelief to the four winds of Heaven, and let us listen to the song of the beautiful world without us that tells us God is good, and calls us to praise Him forever. ‘The Lord reigneth, and let the Earth rejoice !’”

In conclusion, I would most earnestly commend the Art Department, as one of the most useful and beneficent in the Institution. Its productions are admirable, and its elevating and refining influences on the pupils can hardly be appreciated. Such works of art are an ornament to any institution, and all that brings the deaf-mute into a closer communion with Nature by the reproduction of its works is an educational blessing, the want of which makes his lot harder in separating him from the common heritage of our race.

Very respectfully submitted,

NEW YORK, June 18, 1889.

M. VAN RENSSELAER.

#### ART.

The reports of the several examiners in the department of Art, are here presented.

NEW YORK, June 15, 1889.

“MADAME LE PRINCE,

“*Director Art Dep’t, Inst. for the Deaf and Dumb :*

“DEAR MADAME :—I wish to express to you, perhaps more forcibly than hitherto, my gratification at your exhibit of students’ work, which I have recently seen.

“It would seem that from a utilitarian point of view much of the work which I saw, would find a ready market were it known more widely by the general public. Far from contracting the Department, I would say it should be added to, more help given you, and a wider field covered.

“Aside from the utilitarian view and from an educational standpoint only, such culture must be of great value ; a language of expression *especially* fitted to so afflicted a people.

“For good results in Industrial Art, the work must strike deep and rise high. A good designer must be an interpreter of Nature, with taste elevated and cultured, and it will not be until this is fully recognized in America that we can hope to compete successfully with foreign talent.

“Considering all the obstacles you have had to overcome, especially the impossibility of communicating easily with your pupils, I think

only ardor and enthusiasm for a good cause could have produced such results.

“ Very truly yours,

“ HANNAH J. CARTER,

“ *Prof. Industrial Art.*

“ New York College for the Training of Teachers.

“ 9 University Place, New York City.”

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TRENTON, June 22 1889.

*“ To the Directors of the New York Deaf and Dumb Institution, New York City :*

GENTLEMEN:—By request, I made a visit to your Institution on the 14th inst., and made a thorough and practical examination of the methods and working of your Art Department, and I now beg leave to submit to your honorable body the following brief report.

“That Madame Le Prince is an artist of ability, and one that impresses her talent and enthusiasm upon her pupils, there is not a shadow of a doubt, and in my opinion she deserves great credit for the very thorough and successful manner in which she has been developing the young people of your institution, by giving them a practical art education that will, if continued, make them very valuable and desirable men in many of our leading and growing industries of the country. I found many of the class that certainly show talent, and they will, with the proper opportunity in the way of further training, make their mark as original designers.

“I find the deaf-mutes a patient people, and patience is a very essential point in mastering any part successfully, and a trait that we find lacking in too many of our young men whom we are looking forward to as our future designers and finished workmen.

“There is a growing demand for good designers, also for engravers, modelers, gilders and carvers, in all of our potteries, glass and tile works, watch case and silver factories, as well as in all our large wall paper, carpet, cabinet-making and other concerns; also in artistic stone cutting, and many other trades.

“So you can see that there is a large field for your Institution to work in, by educating as many of your pupils as show ability to fill the positions in the different lines mentioned, and which all are profitable employment, and the class of work that must necessarily be done by hand, as there can be no machine competition which cheapens all labor with which it competes.

“Yours is the only institution in the country, as far as I know of, that has undertaken the good work of educating deaf-mutes in a line of

art which I consider them especially adapted to, and I would suggest that you do not get discouraged and abandon that idea, but on the contrary go a few steps further in the right direction, by equipping your art department with the proper models and designs to assist the pupils in their work.

"If you will only do this, I have no doubt whatever that in a very short time you will all see the best of practical results, and will feel satisfied that you have not only adopted the proper course in educating and developing those of your deaf-mute pupils, who have the ability to fill the better class of positions, of which there are many in all departments mentioned, but have placed the many American manufacturers under great obligations to your Institution for doing for them what they should have schools of design to accomplish, as other countries have, but which they have not got at this present time.

"Yours very truly,

"WALTER S. LENOX."

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"NEW YORK, June 12, 1889.

"DR. I. L. PEET :—

DEAR SIR :—A few days ago I examined the work of the deaf-mutes on Industrial Training at Washington Heights, under Madame Le Prince.

"I was surprised at the wonderful results and progress of the scholars in the different branches, particularly in linear drawing and pen and ink work. From a practical standpoint, I regard the value of such training as inestimable.

"I am sure that if the Directors will make a careful investigation with a few practical examiners, they will come to the conclusion that they cannot afford to ignore this most useful branch of study.

"For the last thirty years my business has brought me in contact with artists and artisans, and I know the value of this study. It is being more and more appreciated as the reports from the Superintendents from the various states will show.

"I would respectfully suggest that the facilities for this study at the Institution be enlarged instead of being abandoned.

"Very respectfully yours,

"JOHN KARST, *Engraver*,

"6 and 8 Astor Place, New York City."

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"June 22, 1889.

"DR. ISAAC LEWIS PEET, *Principal N. Y. Institution for the Instruction of the Deaf and Dumb, New York City.*

"DEAR SIR:—It has been my privilege to examine the Art Department exhibit at your Institution.

"It would seem that children who are deprived of the use of any of their faculties, should be carefully trained to use those faculties and senses that are left them. From an educational standpoint, this is being finely done in the Art Department of your Institution. The thoroughly practical nature of the exhibit, shows at once its scope, aim and usefulness. When girls and boys are readily taught to design dresses, ornamental windows, furniture, to design patterns and carve them in wood, to model in clay and plaster, to decorate pottery, china and glass, to design patterns for oil-cloth, carpet and wall paper, panels for walls, screens and embroidery ; it would seem that the field is unlimited. There are likely many children who have particular talent, who could be trained for positions in the field of industrial art. Once *the trades* only were open for them.

"Madame Le Prince has had a training in Europe that has well fitted her for developing in America a field of work hitherto unknown. This work engrafted into your course of study, will increase the educational advantage of your Institution.

"Very respectfully yours,  
HERBERT STEELE KELLOGG."

"With E. L. KELLOGG & Co.,

"Educational Publishers, 25 Clinton Place, New York City."

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"12 EAST 22D STREET, NEW YORK, June 25, 1889.

"DEAR SIR:—My inspection of the work produced by the Art classes in the Deaf and Dumb Institute, has convinced me that however essential for technical success the employment of all one's faculties may be. Your pupils show wonderful evidence of the taste and feeling that is still more essential to the production of anything deserving the name of fine art.

"It would seem that no material assistance should be denied to both teachers and pupils in all manner of reminders of the recognized canons of fine art, in examples from catalogues, reproductions in photographs—in short, the various aids to the formation of the special judgment and skill latent in each individual.

"It is not to be expected or desired that every art-student should ultimately adopt art as a profession, but it is only by a more general art-education that an appreciative public can be created, who shall make the profession lucrative for their more gifted sisters and brothers and for whom it is worth while to maintain our great museums.

"Yours very truly,  
"J. B. TIFFANY."

"To DR. ISAAC LEWIS PEET, NEW YORK."

**CLOSING EXERCISES.**

The exercises of Commencement Day were held in the chapel of the Institution, commencing at eleven o'clock A.M., on Tuesday, June 18th, in the presence of a large audience of Directors, relatives of the pupils, and friends of the Institution. On the occasion, the following was the

**PROGRAMME :**

- I. Prayer.
- II. Address by the REV. THOMAS GALLAUDET, D.D., who presided on the occasion in the absence of the President.
- III. Reports of Committees.
  1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
  2. Special Report on the Examination of the High Class, by REV. MAUNSELL VAN RENSSELAER, D.D.
  3. Special Reports on the Examination of the Department of Art.
  4. Special Report on the Examination of the Primary Department, by CHARLES W. MINOR, A. M.
- IV. Exercises by the Pupils, conducted by the Principal, ISAAC LEWIS PEET, LL.D.
  1. Salutatory Address, by Charles Theodore Thompson.
  2. Time sketching, by students in the Department of Art.
  3. Elementary exercises and grammatical illustrations, by three successive grades of younger pupils.
  4. The Lord's Prayer, delivered orally by Edward Rappholdt.
  5. Address, written with the type-writer, by Richard T. Clinton, a blind deaf-mute.
  6. Impromptu Compositions on subjects suggested by the audience, by pupils connected with the High Class.
  7. Pantomimic delineations.
  8. Essay, "Hope," by Mary A. Martin.
  9. Drake's "Ode to the American Flag," recited in signs by Ella F. Taylor.
  10. Essay, "Self Help," by Almeda Austin.
  11. Essay, "King's Daughters," by Martha Hamilton.
  12. Hymn "America," in concerted signs, by a choir of girls.
  13. Valedictory Oration, by John Henry Geary.
- V. Distribution of certificates, diplomas and prizes.
- VI. Doxology, in concerted signs.
- VII. Benediction.

The literary exercises by the pupils were opened by Charles Theo. Thomson, who delivered, in signs, the following—

**SALUTATORY ADDRESS.**

"LADIES AND GENTLEMEN :—In behalf of the graduates of '89, I bid you all welcome to the Institution, and hope that you will carefully inspect the various departments, and find therein satisfactory evidences of progress. This Institution opens wide her doors to all the deaf-mutes in this great State, so that no one of this class can have any excuse for growing up in ignorance. In the seventy-two years of its corporate existence, more than 3,500 children have been educated, and

have gone forth into the world self-supporting men and women. The whole history of the Institution indicates a healthful progression.

"No narrow view of the possibilities attainable has been taken, but always a broad, comprehensive course of systematic advancement, limited only by the ability of the individual.

"To-day completes another school year, and we, who are to go forth from the protecting care of what has been to us for so many years, home, to put into practice the teachings we have here received, go forth fully armed and equipped for the duties of American men and women.

"To-day we welcome you all, thanking you for evincing so kindly an interest in our closing exercises, and trusting that you will carry away with you pleasant memories of this important day."

Following this address was an Essay, by Miss Mary A. Martin, on

#### HOPE.

"If it were not for hope, the heart would break," says the old proverb. The world is not only full of beauty, but of troubles and disappointments which all must meet. Life is full of sorrow, but we should not look backward with sad thoughts, but look forward to pleasures which will stir up within us bright thoughts. Hope is a delightful sensation, and under its influence peace creeps on our troubled hearts.

Our American Poet Longfellow said, "Let the dead past bury its dead." If there were no hope, we would be constantly gloomy over misfortunes and give up to despair. Hope delights our soul, and how sweet it is to look forward. When we are enfolded in trouble, may Hope like the rainbow brighten our spirits.

"Clouds dark and lowering hid the sky ;  
Despair with cup of rue stood by  
And sighed, drink and be mine,  
But with such tears and moans she prayed ;  
To Hope I turned the radiant maid  
And quaffed her rosy wine.  
That instant heaven was sunny blue,  
And in my secret soul I knew  
Despair, the coward, brought the shade,  
Brave-hearted Hope, the shine !"

We often mourn over the loss of our friends, but we hope to see them in a place where there is neither pain nor trouble, when the day of life is fled.

The little children often cry over their disappointments, but will soon banish the tears when promised some future pleasure. When we are in a state of affliction or feel very sad, we should banish these heavy feelings by looking on the bright side.

"Fresh hopes are hourly sown in furrowed brows." It seems a pity we cannot hear, but we will go to the beautiful city where we hope to hear the rapturous songs that the angels sing unceasingly. A casket was given to the "all gifted" Pandora, and it was filled with every sort of evil. She was forbidden to open it; but she could not control her curiosity, and she hastily peeped in, and instantly the evils flew out. She shut the lid in horror, but only in time to prevent the escape of Hope, which lay at the bottom, as the gods had mercifully given the remedy with the disease. "Hope is the anchor of the soul both sure and steadfast."

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Succeeding this was an essay, by Miss Almeda Austin, on—  
SELF HELP.

We live in a free country. Every man and woman has an opportunity, and is expected to do something for himself or herself and not depend upon others. We must be independent, too.

Before the Revolutionary War, the people were ruled by the English king, and oppressed. They bore the oppression with much patience. At last they rebelled, and this led to a war. Gen. George Washington determined to help this country, and when he won a glorious victory over the English, he did not know what to do with the people, for they were accustomed to depend upon the English government. But the Americans determined to manage the government themselves. Now look on the Americans; they can help themselves excellently. All those in history who are great, became so by their own efforts. "The Gods help those who help themselves."

Abraham Lincoln was a very poor boy, and had few educational advantages and few books to read. But he determined to be great and began by educating himself, and he rose step by step till he became the President of the United States.

Benjamin Franklin, a printer, worked very hard to earn money for his own living. He had great patience and perseverance, and at last he became a celebrated philosopher.

Robert Burns was very poor. His parents were good and kind to him, but could not help him much. He had true genius, as is shown in his poems. He tried very hard to write poems, and now every one likes to read his poems, and his name is glorious.

John Greenleaf Whittier could not go to school much when he was young. One day he read a volume of Robert Burns's poems, and he was greatly interested in it. Then he tried to write a poem himself, and his poem was printed in a local paper, and after that he wrote poems regularly for papers. I suppose you all read his poem in a paper last April about the "Vow of Washington." He is a distinguished



and wonderful poet, and his mind is strong and excellent notwithstanding his age.

I cannot write about many other distinguished men and women now. The Bible says "The hand of the diligent shall bear rule."

A few deaf-mutes always depend upon others, and say they cannot work, and beg the people to please pity them for they are deaf and dumb. That is a poor excuse. They ought not to depend upon others, for they have good minds and hands. They can write, and work. We will not be like them, and will resolve to help ourselves, and not depend upon others. Of course we must fight and overcome many difficulties, and determine to be industrious and never give up. "He that laboreth, laboreth for himself," and will surely be successful.

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Miss Martha A. Hamilton was introduced, and read an essay on—

#### DAUGHTERS OF THE KING.

I am happy to write a few words about the "Daughters of the King," or the "Princesses," an order which was founded January 13th, 1886. It was established to do good works for others, and began with only a few "tens," but the organization has grown with surprising rapidity, and promises to be a most useful order among women and girls. I am told that there are about seventy thousand "Daughters of the King" now.

They have for a badge a silver Maltese cross, with the initials, "I. H. N.," for "In His Name," inscribed on it. Many little children are "Daughters of the King," and have done good work "In His Name" that pleases our Father who art in Heaven.

The motto of the first "Ten" is:

"Look up and not down,  
Look forward and not back,  
Look out and not in,  
Lend a hand."

It is a beautiful motto, and it is noble for a person to be ready to "lend a hand," when any one is in need, or in trouble. It is a beautiful idea to work for others, and I believe it makes many bad people become Christians.

As long as we are "Daughters of the King," we should do all we can for others for the love of Christ.

I read in a number of *The Silver Cross* magazine, that a certain person gave up all the pleasures of the world to serve God. She soon found that the pleasures were all vanity, and that which she could do to give others pleasure was the only true pleasure, and her life is beautiful. "A good name is rather to be chosen than great riches, and loving favor rather than silver and gold."



There is a circle in this Institution known as "The Silent Daughters of the King." We are deaf, but have the same Father, and we have found great pleasure in doing charitable work. The Bible says, "Freely ye have received, freely give," and we try to follow that precept. Our motto is "Noblesse Oblige." The words are small and simple, but they have a great deal of meaning. We do not expect a prince or a queen to do a mean thing. They ought to be honest and just and pitiful, as becomes their station. If we are true "Daughters of the King," I think it should be impossible for us to do a disgraceful thing. Uncharitableness and envy, and detraction, are not becoming to Princesses. Truth and mercy, and gracious deeds, are what we look for.

I think that our circle will accomplish much, and it may help other girls in this Institution, who are not members of the order of "King's Daughters." I am glad that we made this circle, for many of us had not been in the habit of helping others, and may be had never the idea of "lending a hand." I hope that the "Daughters of the King" will still keep on increasing in number, until all the daughters and sons of the earth become sons and daughters of the King of Kings; then the earth will be a new one, and peace and happiness prevail, and the Lamb of God return to reign.

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The exercises concluded with an Essay and Valedictory address by John Henry Geary.

#### MAN AND NATURE.

The power of reasoning is man's most God-like attribute, and is the main distinction between him and the lower animals. This power requires long and patient cultivation in order to attain its most perfect development, and this preparation we call education. True education consists in cultivating those powers of mind and heart, which render us capable, not only of excellence in ourselves, but appreciating it in others. It is this union of the head and heart that gives the truly educated man his superiority over one who has merely cultivated his intellect.

There is much of good in the hearts of all men, if we did but know how to draw it forth. Like the vegetation of the spring that remains dormant during the winter, and is brought forth only by the warm rains and the gentle heat of the sun, the good qualities of some men remain unknown to us, until some powerful emotion removes the mask. One of Nature's greatest charms is that it softens the heart, and renders one capable of the finer feelings and nobler impulses that are the signs of true nobleness. When we look about us, and contemplate the beauties of Nature that everywhere meet the sight, we experience a

pleasure and admiration so subtle yet subduing, that our thoughts are insensibly withdrawn from the every-day topics of care and ambition, and our attention is held by the beauties of our surroundings, till we acknowledge the grandeur of Nature and the goodness of God. It is from Nature that we draw our inspirations for good. Every heart can find something to appreciate, some lesson of patience or love to learn, and apply practically. It draws men to each other, and teaches them their mutual dependence, and the necessity of co-operation. Who has not felt the insignificance of man, as compared with the land he lives in, and been more friendly disposed towards his fellows, when standing on some high elevation overlooking a wide stretch of country? Who that has inhaled the fragrance of a bright summer morning, has not felt that there was still something in the world to hope for and strive after? Who, when almost despairing, has not had his hope revived, and his flagging energies restored, by the sight of the rising sun? Who has not had his thoughts directed inward in earnest self-examination by the sight of some far-off planet trembling in the sky? Look above you on a clear night. See the bright lights that shine forever, like rays of hope from a distant shore sent to strengthen the weak and encourage the doubting to patience and faith. Nature is the best school and the greatest schoolmaster. It is from that ample fount that all our knowledge is derived. It is Nature that inspires the poet, charms the artist, teaches the author, gives beauty to the figures of the orator, furnishes topics to the teacher and minister, and enkindles in the heart of each the zeal to learn, and that love and enthusiasm for their work, which gives them the strength and power to cultivate the minds and elevate the hearts of men. They are drawn out, and their best powers of mind and body are given to the improvement of their fellow men. Their sympathy cheers the afflicted, their benevolence lightens the burdens of the unfortunate, while their charity condones the faults their piety strives to remove: their energy in spreading the light of knowledge, and the glad-tidings of the gospel is tireless. They have visited all lands, and no one is too lowly or helpless for them to teach. These men, the servants of God, are humanizing the world, and carrying on the work begun by our Saviour; only they do it in a different way.

Commencement Day has come again, and now it is our turn to say farewell to our happy school, and go forth into a new life to practice that knowledge which we have spent so many years in acquiring. While here we have been preparing for this life we are now about to enter. We have been taught principles that are the foundation of all success, and have acquired habits of thought and method that will be the means of happiness, if we continue them. Hitherto we have had

no cares to burden our minds. Our paths in life were made smooth by the solicitous care of the gentlemen in charge of our school.

*To the members of the Board of Directors:*—Your foresight and care have left nothing undone that could tend to our essential happiness. You have neglected nothing that would in any way improve our facilities in acquiring that education of hand and head for which we came here. You have been as parents to look to and provide for our requirements. We trust you may continue long to possess the health and inclination to continue your good work. Farewell.

*To the Principal and Teachers:*—To your zeal and energy we owe whatever knowledge we may possess. You have had great difficulties to contend with, and have overcome them by patient, untiring labor. Your love for us has been manifest in all that you have done. In the skill, self-denial and unwavering patience, shown by you in your struggle to remove the ignorance that beclouded our minds, we recognize a practical Christianity that evokes our respect, even as your daily interest in us has gained our love and gratitude. Farewell.

*To the Superintendent and Officers of the Administrative Department:*—On you has devolved the task of making our school as homelike and happy as possible, and of training our hands to do the work we are now about to begin in earnest. You have striven to inculcate those habits of industry and exactness that are necessary to skill in every avocation. You have been ever watchful, ever kind, and you have permitted no opportunity to escape without showing your interest in us. We shall not forget you in the years to come, when time and distance shall have separated us. Farewell.

*Graduating Classmates:*—We are no longer children. From this day forth let us put all childish things behind us. The world we are about to enter is no playground. There is an earnest struggle before us. We shall meet both good and evil, but let it not daunt us. Let us always strive for the right, putting our hope in a wise and merciful Lord, and forgetting not that success in any undertaking depends primarily upon our own individual exertions. We are leaving scenes and memories that will grow dearer to us as they recede. Let the precepts we have here learned, rest deep in our hearts. Hitherto we have been subjected to restraints that were beneficial; let us not imagine that they are no longer binding. There is one above who will watch us, and exact more from us than the rules of our school ever have. We depart with the kindest wishes of our teachers, officers and schoolmates; let us try to merit them. Farewell.

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The closing act of the programme was the presentation of the certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 18th, 1889 :—

**PREAMBLE AND RESOLUTIONS.**

**WHEREAS,** An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

**WHEREAS,** The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

• George Anhalt, Jr.,	Wesley Resue,
Frank Avens,	Joseph Rosenthal,
Irwin E. Bagnall,	John Stauch,
George W. Carr,	William E. Short,
August Falte,	Frank Turner,
George Ferris,	James B. Wilson,
George Hamm,	Mary Brown,
Robert S. Kerr,	Maud Grant,
Carl A. Koenig,	Sarah J. Hoag,
Herman Lamm,	Catherine Knack,
William Long, Jr.,	Eunice Miller,
Peter Meade,	Mary E. Rapp,

Anna L. Starbuck,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved,* That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved,* That Johanna Buss, the term of whose appointment will expire on September 6th, 1889, be, and she is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for two years, to make up the full period of eight years to which she is entitled as a State pupil.

*Resolved,* That Lawrence D. Strobe, the term of whose appointment will expire July 6th, 1889, be, and he is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for two years from said date, to make up for time lost by reason of absence from the Institution.

*Resolved,* That—

Gibson McConnell,  
William W. Watson,  
Nellie Austin,  
Martha Hasty,

Catherine Keefe,  
Mary Long,  
Antoinette V. Lovell,  
Millie L. Sanford,

Ella F. Taylor,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class from the first of September next, in addition to the pupils recently appointed.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz:—

George Anhalt, Jr.,  
Frank Avens,  
Irwin E. Bagnall,  
George W. Carr,  
August Falte,  
George Ferris,  
George Hamm,  
Robert S. Kerr,  
Carl A. Koenig,  
Herman Lamm,  
William Long, Jr.,  
Peter Meade,

Wesley Resue,  
Joseph Rosenthal,  
John Stauch,  
William E. Short,  
Frank Turner,  
James B. Wilson,  
Mary Brown,  
Maud Grant,  
Sarah J. Hoag,  
Catherine Knack,  
Eunice Miller,  
Mary E. Rapp,

Anna L. Starbuck.

*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Charles Barger,  
Albert Brauer,  
Arthur W. Coulter,  
George Friess,  
William H. Hackett,  
John Koffer,  
Gibson McConnell,  
Max Miller,  
John Moore,  
Alexander Michaelis,

Richard R. Tweed,  
William Watkins,  
William W. Watson,  
Catherine Aird,  
Nellie Austin,  
Aleeta F. Barret,  
Martha Hasty,  
Catherine Kilroy,  
Catherine Keefe,  
Cornelia Kaiser,

Charles Pechette,  
John J. Roberts,  
Albert Seigler,  
Jonas S. Scudder,

Mary Long,  
Antoinette V. Lovell,  
Millie L. Sanford,  
Ella F. Taylor,

Genevra Tyrrell.

*Resolved*, That certificates, for a modified course of supplementary study, be awarded to

Peter Butterly, Jr.,  
Frank D. Bouck,

Henry B. Broad,  
Annie C. Kugeler,

May F. Quevedo.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

John H. Geary,  
Charles T. Thompson,

Almeda M. Austin,  
Martha A. Hamilton,

Mary A. Martin.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :—

**BOYS' WORKING STUDIO.**

*Life Class*.—First Prize, Charles T. Thompson;\* second prize, Frank Avens.

*Out-Door Sketching Class*.—First prize, Frank Avens ; second prize, Charles T. Thompson.

*Original Composition*.—First prize, Charles T. Thompson ; second prize, Frank Avens ; third prize, Samuel M. Cocks.

*Mechanical Drawing*.—First prize, Frank Avens ; second prize, Nicholas Smith ; third prize, Frank A. Stryker.

*For Perseverance*.—Henry A. Greenwald.

*Charcoal Studies in light and shade from Nature, Objects, etc.*—First prize, Frank Avens ; second prize, Samuel M. Cocks ; third prize, Nicholas Smith.

*Studies in color, of fruit, flowers, models, etc.*—First prize, Charles T. Thompson ; second prize, Frank Avens.

*Glass Painting*.—First prize, Frank Avens ; second prize, George Friess.

*Wood Carving*.—First prize, John J. McEvoy ; second prize, Samuel M. Cocks ; third prize, Leslie G. Marshall, Jr.

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\*Twenty dollars contributed by Miss Elizabeth C. Jay.

*Best set of Designs for Decorative Painting.*—First prize, Charles T. Thompson ; second prize, Frank Avens.

*Best Set of Designs for Wood Carving.*—First prize, Nicholas Smith ; second prize, Samuel M. Cocks ; third prize, William Long, Jr.

*Prize for Progress.*—J. Dovale Mendez ; Doris Streeter.

#### GIRLS' WORKING STUDIO.

*Life Class.*—First prize, May Martin ; second prize ; Daisy Hollister.

*Out-Door Sketching Class.*—First prize, May Martin ; second prize, Margaret A. Boyd ; third prize, Ella F. Taylor.

*Original Composition.*—First prize, May Martin ; second prize, Margaret A. Boyd ; third prize, Ella F. Taylor.

*Geometric and Mechanical Drawing.*—First prize, Margaret A. Boyd ; second prize, Martha A. Hamilton ; third prize, Ella F. Taylor.

*Charcoal Studies in light and shade, from Nature, Objects, etc.*—First prize, May Martin ; second prize, Daisy Hollister ; third prize, Ella F. Taylor.

*Water-Color Studies, from Nature, Objects, etc.*—First prize, May Martin ; second prize, Ella F. Taylor ; third prize, Martha A. Hamilton.

*Prize for Elementary Design and Geometric Drawing.*—Mabelle S. Fish.

*China Painting and Glass Enamelling.*—First prize, May Martin ; second prize, Martha A. Hamilton ; third prize, Margaret A. Boyd.

*Art Needlework Class.*—First prize, Martha Hasty ; second prize, Mary A. Martin ; third prize, Agnes Craig.

#### WORKING STUDIO PRIMARY CLASS.

*Clay Modelling and Casting.*—First prize, Morris Marks ; second prize, Leslie G. Marshall, Jr. ; third prize, James Avens.

*Studies in Charcoal, from Objects and from Nature.*—First prize, Morris Marks ; second prize, Leslie G. Marshall, Jr. ; third prize, Henry Cohen.

*Elementary Design.*—First prize, Henry Cohen ; second prize, Morris Marks.

*Original Composition.*—First prize, Morris Marks ; second prize, Henry Cohen.

*Resolved,* That a special prize for sewing in the matron's department, be awarded to Catherine Keefe.

*Resolved,* That a prize for proficiency in the art of cooking, be awarded to Cora J. Beesmer.

*Resolved*, That prizes for rapidity and accuracy of type setting, be awarded as follows :

First prize, to Max Miller ; second prize, to Frederick W. Baars ; third prize, to Peter Mitchell, Jr.

*Resolved*, That two prizes be given to the pupils of each division for proficiency in their respective trades, viz :

**SHOEMAKERS.**

I. Division.—First prize, William L. Hanson ; 2d prize, William Moore.

II. Division.—First prize, Lawrence D. Strobe ; 2d prize, William H. Hackett.

**CARPENTERS.**

I. Division.—First prize, Henry B. Broad ; 2d prize, Anton Meier.

II. Division.—First prize, Floyd Shufelt ; 2d prize, William W. Watson.

**CABINET MAKERS.**

I. Division.—First prize, Peter Butterly, Jr. ; 2d prize, Joseph Goreth.

II. Division.—First prize, William E. Short ; 2d prize, Richard T. Clinton.

**TAILORS.**

I. Division.—First prize, Thure E. Carlman ; 2d prize, George Ferris.

II. Division.—First prize, Charles Seiderer ; 2d prize, Peter Fatier.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Frank Turner.

*Resolved*, That the Chardavoyne Prize, for penmanship, be awarded to Mary A. Martin.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Ella F. Taylor.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Charles T. Thompson.

*Resolved*, That the Cary Testimonial be awarded to Max Miller, for superiority in scholarship and character.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to Martha A. Hamilton.

*Resolved*, That the testimonial to be conferred every year, in ac-



cordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Almeda M. Austin.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to John H. Geary.

All of which is respectfully submitted.

AVERY T. BROWN,

J. HOOD WRIGHT,

*Committee on the Annual Examination.*

# TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1889.

RECEIPTS.		EXPENDITURES.	
From the State of New York for board and tuition of State pupils.....	58,443 62	For Groceries and Provisions.....	24,488 99
From Counties, for board, tuition and clothing of County pupils.....	32,824 68	For Salaries and Wages.....	14,748 88
From paying pupils, for board and tuition...	790 00	For Schools.....	\$21,025 00
From board of teachers.....	2,033 00	For Art Department.....	1,853 85
From Printing Office.....	1,092 10	For Clothing.....	3,937 91
From Discount on audited bills...	109 01	For Shoe Shop.....	2,339 68
From sales of clothing and dry goods.....	98 43	For Tailor Shop.....	2,291 56
From sales account Art Department.....	97 95		
From donations.....	115 00	For Building and Repairs.....	4,348 90
From sales refuse, barrels, etc.....	68 03	For Carpenter Shop. ....	2,082 04
From sales account Cabinet Shop.....	78 90	For Printing Office.....	
From sales account Tailor Shop.....	12 42	For Garden.....	857 65
From sales account Shoe Shop.....	25 40	For Cabinet Shop.....	1,303 57
From sales of vegetables.....	4 85	For Furniture .....	2,880 23
From sales of coal.....	39 60	For Fuel and Lights.....	9,043 58
From Real Estate & Building Fund, for deficit	5,998 18	For Stable.....	905 49
		For Washing... ..	2,743 41
		For Hospital.....	970 86
		For Contingent....	2,461 86
	\$101,881 12		\$101,881 12

## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Fessell, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

REAL ESTATE AND BUILDING FUND.		DR.	CR.	
1888.				
October 1.	To balance from old account. ....	229,684 85	By General account for deficit for year. ....	5,998 18
	" principal of B. & M. of W. H. Street. ....	17,000 00	" 5 Executive Committee drafts for repairs, &c. ....	2,068 93
	" on account Legacy of \$3,000 of Miss Leona L. Bolles, less collateral inheritance tax. ....	3,949 11	" Bond and Mortgage of W. H. Street. ....	17,000 00
	" interest on Bonds and Mortgages. ....	9,761 36	" balance to new account. ....	384,801 73
	" " " balances in Trust Cos. ....	573 60		
		<u>\$259,968 83</u>		<u>\$389,968 83</u>
1889.				
October 1.	To balance from old account. ....	234,801 73		
	Mem: General account owes for deficits \$85,176.88			
LIBRARY FUND.				
1888.				
October 1.	To balance from old account. ....	4,183 05	By Library Committee drafts. ....	141 07
	" interest on balance to July 1, 1888. ....	138 48	" balance to new account. ....	4,179 48
		<u>\$4,320 53</u>		<u>\$4,320 53</u>
1889.				
October 1.	To balance from old account. ....	4,179 48		

FRIZZELL FUND.		CR.
DR.		
1888.		
October 1.	To balance from old account.....	8,072 00
	" interest on balance to July 1, 1889.	
		<u>\$8,072 00</u>
1889.		
October 1.	To balance from old account.....	3,072 00

HARRIET STONER FUND.		CR.
DR.		
1888.		
October 1.	To balance from old account.....	181 59
	" interest on balance to July 1, 1889.	
		<u>\$181 59</u>
1889.		
October 1.	To balance from old account.....	181 59

CARY FUND.		CR.
DR.		
1888.		
October 1.	To balance from old account.....	124 78
	" interest to July 1, 1889.....	
		<u>\$124 78</u>
1889.		
October 1.	To balance from old account.....	124 78

RECAPITULATION.

Real Estate and Building Fund.....	234,801 72	Cash in N. Y. Life Insurance and Trust Co .....	34,460 48
Library Fund .....	4,179 46	" United States Trust Co.. .....	23,248 28
Frizzell Fund.....	3,073 00	" Merchants' National Bank .....	555 46
Harriet Stoner Fund.....	181 59	" Inst. for Savings of Merchants Clerks.....	5,209 81
Cary Fund.....	124 78	" Seamen's Bank for Savings .....	2,848 02
		Bonds and Mortgages.....	177,087 50
	\$241,859 55		\$241,859 55

STATE OF NEW YORK,                    }  
CITY AND COUNTY OF NEW YORK,        } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 25th        }  
day of October, 1889.

ANDREW WARNER,  
Notary Public, New York.

[SIGNED.]       GEORGE A. ROBBINS.

## Report of the Superintendent.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—With the addition of another cycle to the history of the Institution, it becomes my duty to review the facts and incidents pertaining to the year ending September 30, 1889.

In examining the records for the year, it is very gratifying to note that neither serious sickness nor death have invaded our borders.

The year has been characterized by happiness and contentment on the part of the pupils, our official relations have been harmonious, and a spirit of courtesy has pervaded our large family circle.

The following tabulated statement indicates the number of pupils connected with the Institution.

	Males.	Females.	Total.
Number present October 1, 1888.....	198	109	307
Former pupils re-admitted.....	17	6	23
New pupils admitted.....	25	10	35
Whole number.....	240	125	365
Number who have left during the year.....	27	16	43
Number connected with the Institution September 30, 1889.....	213	109	322

By the foregoing table, it will be seen that 365 pupils have been present within the year. Of this number, 240 were males and 125 females, who were supported as follows :

By the State of New York, . . . . .	259
By the Counties of New York, . . . . .	86
By the State and Counties, . . . . .	15
By the parents, or guardians, . . . . .	4
By the Institution, . . . . .	1
Total, . . . . .	365

Of this number, there were 20 who were supported a portion of the time, averaging in extent from one to three months, by the Institution, their time as State beneficiaries having expired before the close of the term.

A complete catalogue of the pupils has been prepared, and is herewith submitted.

By comparing the above summary with our roll of the previous year, it will be found that our numbers have diminished. This is due mainly to the establishment of additional schools for the deaf in this City and other sections of the State in the past few years, thus abridging our territory. Another prevalent cause is that many of our pupils leave school before the expiration of their terms, to engage in employment for the remuneration in dollars and cents which it brings, without regard to their preparation or fitness to enter upon their life work. From this cause alone, our numbers are perceptibly depleted, while those pupils who have thus prematurely abandoned their studies, not infrequently fail of success, for the very reason of having thus left school at a most critical period, before character has been fully formed, and a foundation laid on which to build with hope of success. There are a score or more of this class, largely State pupils, continually on our rolls, who should be at school, but who are not, notwithstanding provision is made for them. Many of these, I regret to say, are absent from school by consent of their parents or guardians, who frequently, when it is too late, see their error and make earnest appeals for the re-admission of their children.

#### FINANCIAL.

All miscellaneous amounts due the Institution from counties or individuals for the current year, have been collected, and paid into the Treasury.

The quarterly bills for the board and tuition of state pupils have been, as usual, rendered and collected by the Treasurer direct.

In addition to the annual detailed statement of expenditures and receipts furnished by the Treasurer, quarterly statements of a similar character have been furnished for transmission to the State Comptroller at Albany.

The total expenditures for the year, as shown by the Treasurer's account, exclusive of special appropriation for extraordinary

repairs and improvements, were.....\$101,831 12

The total receipts for the same period were.....95,832 94

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Leaving a deficit of.....\$5,998 18  
which has been met by draft on Real Estate and Building Fund.

This deficit is mainly due to the diminution of numbers, which necessarily reduces our receipts; while the reduction in our expenditures cannot be made in like ratio, owing to the fact that many of our

disbursements are the same without regard to numbers. The heating and lighting of the buildings, which is one of the large items of expenditure, is similar under all circumstances. The same may be said of nearly every item of expense, with the exception of the provision account, with possibly one or two others of minor importance.

For the purpose of comparison, a tabulated statement of current receipts and expenditures for the past four years is herewith appended :

	For the year ending Sept. 30, 1886.	For the year ending Sept. 30, 1887.	For the year ending Sept. 30, 1888.	For the year ending Sept. 30, 1889.
Receipts . . . . .	\$109,436 54	\$102,663 42	\$100,893 63	\$95,832 94
Expenditures. . .	104,183 66	104,100 46	105,541 86	101,831 12

Our receipts on account of State pupils for the year, were \$5,888.23 less than they were the previous year, while those from the counties and miscellaneous sources were slightly increased.

#### REPAIRS AND IMPROVEMENTS.

During the year our force of boys from the carpenter shop has re-laid the floors in three large rooms of hospital, hospital bath-room and hall contiguous thereto (main building), also the hall floor of basement of school building, and of clothing room adjoining, together measuring some 4,000 feet. The same force has constructed twelve book closets in boys' study-room, and seventy-three stationary clothes presses in boys' clothing-room, which will prove a great convenience in the proper care of the boys' clothing.

A new stage has been constructed in the chapel thirty-one feet and three inches by sixteen feet and six inches, which has been arranged for foot-lights in the interest of gas-saving on occasions of debates, lectures, etc.

Immediately on the closing of school in June, all necessary repairs to the interior of the buildings were begun, and continued through the months of July and August.

Repairs were also made to the piping connected with heating apparatus, to brick work inclosing steam boilers, and to engine, blower and ventilators.

The usual work connected with the re-making of mattresses, pillows and straw beds was accomplished, and the interior of all the buildings was thoroughly renovated.

On account of the special appropriation made by the Board for extraordinary repairs and improvements, as noted in previous report, the



extra work on roofs, gutters and leaders, begun in previous year, and that also on the air shaft, was completed.

Twenty-five thousand four hundred and seventy-seven feet of 1½-inch kiln-dried hard-maple flooring were laid in the two rooms of the hospital (main building), girls' high class room (main building), girls' upper and lower dormitory in the south wing, and boys' upper dormitory in the north wing.

Twenty solid oak tables and one hundred and fifty chairs were furnished for the boys' sitting room ; making a total expenditure on this account of \$2,668.92.

Three hundred and seventeen lineal feet of retaining wall, along the line of the Ridge Road, is in process of construction, which will give that part of the grounds a more finished appearance, and when completed will be a most substantial improvement.

#### INDUSTRIAL.

To the matter of industrial training the Institution is unequivocally committed, its management believing that in giving their pupils a knowledge of some handicraft, by which a livelihood may be gained, they are bestowing upon them a boon of incalculable value. To this end they have expended large sums of money in buildings and appliances, that the deaf under their care may have every advantage accorded to the hearing and speaking children of the commonwealth, and although their efforts in this direction may draw heavily upon their finances, they are too much interested in the welfare of this unfortunate class, to spare either pains or expense in the furtherance of the one great object of placing these children on a plane of self-reliance and self-support. As a result of this policy a large proportion of our graduates are finding remunerative employment in the shops and manufactories of the State.

The trades now taught the boys are, Printing, Shoemaking, Cabinet-making, Carpentering, Gardening and Tailoring.

In assigning boys to either of the trades, we are influenced largely by the wishes of the parents or guardians, and the inclination of the child.

In a majority of the cases, each boy may have, on graduating, if he studiously applies himself, a fair knowledge of the trade he has followed, and may reasonably hope to find employment in the particular calling for which he is fitted. In this respect, however, different grades of attainment will be apparent. Much will depend upon the aptness of the individual and the degree of application he has made. Ordinarily, a boy bright and active in school, will develop like characteristics at the work-bench, and *vice versa*. But we have found this theory is not

always reliable, as we have had boys, reputed very dull in school, who eventually rated above the average in mechanical work. These however, are exceptional cases and should be so considered.

Our aim is to give every boy an opportunity to exercise his powers, and to aid him with all the help at our command.

While we may not succeed in every instance, we are satisfied that the great majority of our boys on leaving school will succeed in gaining a livelihood. Many of our graduates are doing more than this, and never since the Institution was established has a keener desire been felt among its pupils to excel in industrial work than at present; never were better facilities afforded them than those enjoyed to-day. The pupils fully appreciate their advantages, as is evidenced by the work they are doing.

During the term 11 girls were employed in the art department; 10 in tailoring; 30 in dressmaking; 12 in shirt-making; and 42 in plain sewing. In addition to their work in the several departments, each girl is required to assist in household duties during alternate weeks, to the extent of about one hour per diem. By this means they become familiar with household duties, which cannot fail to be of benefit to them in their future experience.

The working time for all pupils, male and female, is fixed at three hours per day. This time, added to the hours spent in the class rooms and in recreation, absorbs the day, which thus passes pleasantly and is free from monotony. Duties are entered upon with zeal and a degree of pleasure most helpful in the acquisition of knowledge. During the year, the pupils generally have shown a commendable spirit of obedience, and an increased interest in all their work, and have seemed to realize the important bearing of a successful training here upon their life career so soon to open.

In giving the record of industrial work in the different departments of practical education, the values, where stated, are given for the purpose of indicating the amount and character of work accomplished, *and not to set forth or in any way emphasize their pecuniary results*, as our industries are conducted solely for educational purposes *and not for profit*.

The record for the year in the several branches may be stated as follows:

#### PRINTING.

Edwin A. Hodgson, Instructor; number of boys employed, twenty-eight, ranging from thirteen to twenty years of age. In the education of these pupils in the "art preservative," small orders for job printing from outside parties are undertaken in order that the

pupil apprentices may benefit by the varied styles of composition which such work demands.

This term, beside the job work, work on our Annual Report, and a few small pamphlets, they have done all the mechanical work on the *Deaf-Mutes' Journal*, a twenty-eight column weekly newspaper, as well as on two small monthly papers, "The Parish Guide" and "Cribside."

The exhibit of work done in the printing office will bear favorable comparison with that done in any printing establishment, while the practical benefit, both mental and manual, to the pupils employed therein, is amply demonstrated by their success among the world of workers after they have graduated.

Value of work done for the Institution.....	\$ 665 34
Custom work (cash received).....	1,092 10
	<hr/>
	\$1,757 44

#### SHOEMAKING.

John Lechthaler, Instructor ; number of boys employed thirty-five, ranging from thirteen to twenty-five years of age.

Number of new shoes made, 595 prs. Value .....	\$1,778 00
Number of shoes repaired, 1,049 prs. Value.....	711 95
Custom work (cash received) .....	25 40
	<hr/>
	\$2,510 35

#### CARPENTERING.

Edward Clearwater, Instructor ; number of boys employed, twenty-five, ranging from twelve to twenty-one years of age.

Value of work done.....	\$1,859 10
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#### CABINET-MAKING, WOOD-CARVING, & CHAIR CANING.

C. Henry Intemann, Instructor ; number of boys employed, twenty-six, ranging from twelve to twenty-five years of age.

Value of work done for the Institution.....	\$658 00
Custom work (cash).....	78 90
	<hr/>
	\$731 90

**TAILORING.**

J. Branagan, Instructor ; number of pupils employed, thirteen boys, ten girls, ranging in age from twelve to twenty years.

Number of coats made, 139.	Value.....	\$695 00
Number of jackets made, 87.	Value.....	368 00
Number pants made, 184.	Value.....	552 00
Number vests made, 168.	Value.....	294 00
Number mattress ticks, 60.	Value.....	18 00
Custom work (cash received)	.....	12 42
		<hr/> \$1,984 42

**GARDENING.**

Albert Metzger, Instructor ; number of boys employed during the summer, eight, ranging from twelve to eighteen years of age. These are distributed to the different shops during the winter months.

Practically, all the vegetables required by the Institution, except potatoes, are furnished from the garden.

Value of produce furnished the Institution.....\$3,420 15

**SUMMARY OF ATTENDANCE DURING THE YEAR.**

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	28		28
Cabinet-making.....	26		26
Carpentering.....	25		25
Shoemaking.....	35		35
Tailoring.....	13	10	23
Gardening.....	8		8
Dressmaking.....		30	30
Shirt making.....		12	12
Plain Sewing.....		42	42
	<hr/> 135	<hr/> 94	<hr/> 229

From this summary it will be seen that a majority of our pupils, male and female, were under instruction in the several industries, acquiring that practical knowledge necessary to fit them for their life-work in the years to come.

The younger pupils not included in the foregoing classification, alternate between school and recreation.

**ACKNOWLEDGMENTS.**

We are indebted to the Peoples Line of steamers for tickets, at half fare, for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils of the Institution, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for pupils and officers attending the American Institute Fair.

To Mr. Geo. A. Dockstader, for a donation of one hundred dollars.

To Mrs. Wm. A. Cauldwell, for a donation of ten dollars.

To Mr. Robert Rogers, for a donation of five dollars.

Trusting implicitly in the guidance of that beneficent Providence which, for more than half a century, has exerted its benign influence upon the destinies of this Institution, we have no misgivings as to its future.

Respectfully submitted,

CHAUNCEY N. BRAINERD,

*Superintendent.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, *Oct. 1, 1889.*

**REPORT OF THE COMMITTEE UPON INDUSTRIAL TRAINING IN THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, MARCH, 1889.**

The Committee, to whom was referred the matter of increasing the branches of practical industry in the Institution for the Instruction of the Deaf and Dumb, would respectfully report that they have visited and inspected the New York Industrial Training School, at No. 9 University Place, and the New York Training School, in the First Avenue, near 68th Street ; and that Mr. C. N. Brainerd, Superintendent, Dr. I. L. Peet, Principal, and Mr. E. H. Currier, Professor of the High Class in the Institution, have also visited these schools, made thorough examination of them and furnished careful reports to your Committee.

Interviews have also been held with the Principal and Superintendent, at which the industries of the institution, and all matters relating thereto, have been discussed.

It appears that the number of pupils on the roll for the year ending September 30th, 1888, was 377.

Of this number, 280 pupils of both sexes were regularly employed during the year, at some kind of handicraft well adapted for deaf-mutes to learn and to use in obtaining a livelihood, leaving 97 unemployed. The latter number is made up of those who are under twelve years of age, who were from some cause incapacitated. This class varies in number ; at present there are 86 under twelve years.

The pupils employed in the various industries during the last year averaged in daily attendance about as follows :

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	28		28
Shoemaking.....	36		36
Cabinet making.....	25		25
Carpentering.....	29		29
Tailoring.....	18	10	28
Gardening.....	14		14
Dressmaking.....		30	30
Shirtmaking.....		11	11
Plain Sewing.....		48	48
Art Department.....	18	18	31
Total.....	168	117	280

There is a barber's shop where two pupils do all the hair cutting and shaving required by the male pupils. Type-writing is also taught to fifteen pupils by Miss Montgomery.

Those who are familiar with the deaf and dumb, will agree that a deaf-mute, who has been under instruction from the age of six to twelve, is barely equal in general mental and physical capacity to the average hearing child of six years, particularly when the deaf-mute has become so through sickness. Hence it has not been thought advisable to begin any industrial training before the age of twelve.

A certain degree of intellectual and moral development must precede all industrial education. It would be almost as wise to give a monkey a trowel, and, placing him among masons on a scaffold, expect to make him a workman, as to attempt a similar experiment with an uneducated deaf-mute. He is ignorant of God, of law, of his relations even to his own parents, is cut off by his infirmity from all knowledge of the sentiments of others and from all intelligible methods of expressing his own feelings, wishes, and motives of action, and must continue so until the mind and moral sense are awakened and trained. It is evident then that the first thing to be done with a deaf-mute is to *awaken his mind*.

The next thing needful, is to *teach him language*, and to lead him from sign-language to the English language. The difficulty of this task can only be appreciated by those who are familiar with educational processes. It is sufficiently indicated when the fact is stated, that it takes five years of earnest instruction to give a deaf-mute child of good mind the same knowledge of the English language that is usually possessed by a hearing child six years of age. The principal says correctly, that "the deaf-mute is not intellectually born until he enters the Institution, and when his education is commenced at the age of six, he is mentally at twelve only six years old."

Children who have become deaf-mutes after the age of six may form an exception to this rule in some cases, but for *all congenital* deaf-mutes, and for almost all deaf-mutes, education for mental development and language is an absolute necessity *before any industrial pursuit can be commenced*.

When the boy or girl is intellectually aroused, and has acquired some degree of ability to use language, industrial training can begin. As to the industries to be pursued, it is proper that the officers of the institution should be heard. The Superintendent writes as follows :

EXTRACTS FROM SUPERINTENDENT'S LETTER.

"So far as our boys are concerned, I have placed Printing at the head of the list of industries, as I consider it, in all respects, the most

desirable to those pupils who can grasp it. But in considering the success attending the graduates in this department, it must be borne in mind that the cream of the entire male portion of the school, so far as general intelligence goes, may be found in the printing office. In addition to this, the Institution has been extremely fortunate in having secured an educated foreman, in the person of Mr. Hodgson, as an instructor in this branch, who is well versed in the sign language, and who is not only a good practical printer, but is thoroughly devoted to his calling. Apprentices graduating from this department, have no difficulty in procuring permanent positions as compositors at a fair remuneration.

“I have placed Shoemaking second on the list, as when our record, which is now being made up, is completed, it will doubtless show a larger number of graduates who are earning a livelihood by this trade than by any other industry taught.

“Cabinetmaking, which includes wood-carving and cane-seating, as distinct from Carpentering, is inciting a healthy rivalry among the boys of those two shops to that extent that both branches are greatly benefitted, and as a result much excellent work is being done in both, and it is safe to predict that a large percentage of the pupils in those two departments will be self-supporting on graduating.

“The boys engaged in the Tailor shop are among the dullest in the school, though there are exceptions and these usually succeed on leaving school in finding employment at their chosen calling.

“Gardening is unpopular to that degree, that it is with the utmost difficulty we can induce our bright, active boys, to engage in it. This is becoming more marked year by year ; which may be doubtless accounted for by the fact that our pupils are drawn more largely from the towns and cities, and less from the agricultural districts, hence their minds are bent on mechanical pursuits, by which they are surrounded at their homes.

“Doubtless a department of floriculture, with the proper appliances, would act as an incentive to awaken interest in garden work.

“I have visited the Trades and Industrial Schools at No. 9 University Place, and at Sixty-Eighth Street and First Avenue, and was very much pleased with my visit.

“I am prepared to say, in my judgment, these schools are admirably adapted to the purposes for which they were designed, to instruct the hearing and speaking youth of the city in that knowledge so essential to their success in life, particularly if left dependent upon their own resources.

“To this class, incalculable good must result, and to the philanthropic gentlemen who have so generously given of their means to pro-



mote and carry forward this great and good work, the thanks of the entire community are due.

“As regards the question of whether it would be practicable to send some of our pupils to those schools with the view of having them instructed in some of the trades taught there, when considered in all its bearings, I am convinced that such a course would not be feasible, in other words, the advantages to be gained would not be commensurate with the expense and efforts necessary to the removal of the difficulties in the way. In the first place, an interpreter would necessarily be required, and instruction under the circumstances is very slow and rarely satisfactory. Our boys would doubtless be delighted to go, and if it were announced that as many of their number as desired could have the opportunity, they would vacate the establishment at once, without a single thought as to what they would lose by abandoning the trades they had already given years to acquire. If we were to select a few to go at stated periods, it would do more to unsettle and demoralize those left behind than almost any plan we could devise. If there is any characteristic in the average deaf-mute stronger than another, it is a desire to go. It matters but little where, so long as they are on the move. To say that they are restless, does not express it except in very mild form.

“I am not prepared to say that the industries taught in the Trades Schools would give the average deaf-mute any special advantage over those they are now learning. There may be an isolated case occasionally developed, but this would be the exception rather than the rule.

“Finally, I would recommend that whatever we undertake in the interest of our boys be done on our own grounds.

“As to our girls, in addition to the instruction they are receiving in needlework, etc., they are daily familiarized with the various duties of housekeeping, with the exception of culinary matters. Of these they learn nothing. This defect is so apparent that no argument is required to demonstrate the fact.

“I have, therefore, no hesitancy in saying that, in my opinion, if a room were fitted with the proper appliances and plain cooking taught, it would prove a great blessing to a majority of the girls in attendance, and, at the same time, be a decided acquisition to our present culinary arrangement, through which there is much waste of raw material growing out of the incapacity of those who manipulate the ingredients and by sufferance are misnamed ‘cooks.’”

The Principal writes as follows, and in his report Mr. E. H. Carrier coincides :

EXTRACT FROM PRINCIPAL'S LETTER.

"Judging from the statistics already given, we seem to have a judicious selection of trades, and one well calculated to give our pupils the manual training that will secure to them a means of livelihood.

"With the ample time for learning a trade given to each of them, our boys ought to gain the advantage of all that is done in the training schools already mentioned, which we have visited, and of that practice which, with hearing persons, is only to be obtained outside of the special schools, thus securing a combined method in the industrial as well as in the educational department.

"Thus far, according to my observation, this method has been admirably followed in the Printing Office and in the Art Studio.

"In the former, all the technical language employed in connection with printing, and all the principles pertaining to the work, have been faithfully taught in special lessons, while every operation and movement required has been made familiar, and a sufficient amount of practice in all the kinds of work done in a printing office has been given to enable our pupils to obtain first class and remunerative employment as soon as they graduate."

The Principal and Mr. Currier coincide in a high estimate of the value of the instruction in art, which has been given in the Institution, and then continue :

"With the *other* industries, the instruction, useful though it has been, seems to have been given, to a very considerable extent, in the way of mere practice ; theory and method having been incidental. This, in my opinion, should be exactly reversed, and teachers of handicrafts should be regarded as competent, only as they can carry this principle into effect.

"After printing and art work, I would place gardening first, because of its tendency to take deaf-mutes away from our overcrowded cities, with their dangers and their temptations, into the open country, where their want of hearing places them at less disadvantage, and the influence of their surroundings diminishes their sense of misfortune. Their instruction in this branch should not be confided to an illiterate vegetable gardener, but an expert who knows how to teach them all the processes of agriculture and horticulture, such as the cultivation of flowers, fruits and trees, as well as of vegetables and field crops, and to precede such instruction by giving them the general principles and 'the English of their trade.' The theoretical instruction might be carried on in winter, reserving practical work in the open ground to spring and summer. To obtain the best results during the cold season of the year, a green-house should be established on such a scale that it could be made self-supporting. Such a man as Mr. Paul Riviere, the

gardener of the Paris Institution, has lately published a manual of gardening and agriculture for the use of the Institutions for Deaf-Mutes and of primary schools."

"Observations, similar to those I have made in regard to gardening, will apply to the other trades taught in the Institution.

"Cabinetmaking and carpentry might properly be made interchangeable, as they depend upon similar principles, and differ chiefly in the scale of operations and in the kinds of wood used. This seems the more important, because there are certain branches of carpentry that should be avoided by deaf-mutes, on account of the peculiar danger to which they, more than others, would be exposed when engaging therein.

"Tailoring ought to have connected with it a regular course of instruction in measuring and cutting; and shoemaking should be taught in such a way that each pupil should learn to make, separately, every part of the shoe, with exactness and rapidity, and finally to put the whole together."

RESULTS.

In conclusion, your committee beg to call the attention of the Board to the following results of the education given to deaf-mutes at our Institution. There have been, since the opening of the Institution in May, 1818, about 3,200 pupils and more than 2,800 graduates. Not one hundred of these have been dependent, either as paupers or criminals, upon public support, since they left the Institution. Statistics received from two hundred and thirty-two of these graduates, of whom five only are females, present the following remarkable facts. Leaving out teachers, the table would furnish a fair average of any two hundred of our graduates.

STATISTICS CONCERNING TWO HUNDRED AND THIRTY-TWO GRADUATES.

Thirty-seven are teachers, viz:		Brought forward.....		15
In Hartford, Ct.....	1	" Austin, Tex.....	1	
" Philadelphia, Pa.....	2	" Rome (Central) N. Y.....	6	
" Flint, Mich. (1 female).....	2	" Malone (Northern) N. Y...	1	
" Columbus, O.....	1	" Rochester (Western) N. Y.	1	
" Indianapolis, Ind.....	1	" Fordham, N. Y. (female)...	1	
" Jacksonville, Ill.....	2	" Buffalo, N. Y.....	2	
" Baltimore, Md.....	2	" Raleigh, N. C.....	1	
" Frederick, Md.....	1	" Baton Rouge, La.....	1	
" Little Rock, Ark. (1 female)	2	" Berkeley, Cal. ....	1	
" Jackson, Miss.....	1	" our own Inst'n, (2 females).	7	
Carried forward.....		15	Carried forward.....	37

STATISTICS (Continued).

Brought forward.....	37	Brought forward.....	130
Three are principals of Institutions, viz:		Jeweller .....	1
In Dakota.....	1	Florist.....	1
" Malone, N. Y.....	1	Farm Hands.....	10
" New Orleans, La.....	1	Gardeners.....	1
	3	Foremen and Assistant Foremen in printing offices....	5
Superintendent of Gallaudet Home .....	1	Compositors.....	23
Clerks in insurance offices.....	2	Proprietor of job printing office.....	1
Clerks in Mercantile and Manufacturing Establishments..	8	Cabinet makers.....	4
Clerks under the U. S. Government.....	10	Carpenters.....	5
Clerks under the City Government.....	2	Shoemakers.....	14
County Clerk.....	1	Tailors.....	9
Editors and proprietors of newspapers.....	5	Cutter (men's clothing).....	1
Authors.....	1	Boiler maker.....	1
Merchants.....	6	Machinist.....	1
Clergymen.....	1	Bakers.....	3
Missionaries among deaf-mutes	4	Cook and confectioner.....	1
Artists, photographers and engravers.....	11	Brick maker.....	1
Inventors.....	3	Railroad employes.....	2
Farmers working their own farms.....	27	Longshoreman.....	1
Poultry raisers.....	7	House and Sign Painters.....	3
Proprietor and Manager of extensive nurseries.....	1	Mill Hands.....	4
		Leather-goods workers.....	2
		Undertaker.....	1
		Upholsterer and decorator....	1
		Cooper.....	1
		Supervisor.....	1
		Cigarmakers.....	2
		Cane seaters.....	2
Carried forward.....	130	Total.....	232

Of the above, two are Church Wardens and many are leading members of the churches to which they belong. Of the deceased graduates, we may record two distinguished authors, James Nack and John R. Burnet, and one distinguished agriculturist and pomologist, Clinton S. Fay, and many teachers. Rev. H. W. Syle completed his preparation for graduation at Yale College in connection with this institution, and is now Rector of All Souls' Church for Deaf-Mutes in

Philadelphia. Of those above enumerated as pursuing strictly manual occupations, the farmers either worked in our gardens when pupils in the Institution, or learned trades useful on a farm ; the printers, shoemakers, cabinetmakers, carpenters, and tailors, all obtained their knowledge of their trade when at school, and the others acquired, in our several shops, the manual dexterity that has enabled them to turn their hands to other departments of productive industry ; while all are providing full support for themselves and those depending upon them, many being married and having children, who, with few exceptions, can hear and speak.

It will thus be seen that our work, quiet and unpretentious as it has been, rests upon a basis of successful experience and of great usefulness in the past, while the hearing world is just awakening to the importance of manual training in connection with the education of youth. At one time, our practice in this respect was so unique : we stood so alone in this matter of making manual training go hand in hand with the training of the mind, that public attention was called by Horace Greeley in the *Tribune* to what we were doing in this regard, and this Institution was held up as an example to be followed by hearing schools.

Since that time industrial training has made great advances, but we believe that the New York Institution for the Deaf and Dumb has kept pace with the times in a good degree. The schools to which our attention has been called are but followers in our track. They have introduced some trades that we have not, and some, perhaps, that we might wisely introduce in the future. The trades of the mason, the painter and house framer, are attended with much danger to non-hearing persons ; that of the blacksmith and the plumber might perhaps be taught with success ; floriculture and cooking are the two additional industrial occupations from which we can expect the best results ; the former will need a somewhat costly plant, but the latter can be commenced with a moderate outlay ; and certainly there is no good reason why our girls should not be taught the plain duties of the kitchen, the house and the home.

Your committee, therefore, recommend that steps be taken to establish a department of floriculture for the boys and a school of cooking for the girls, and they do not deem any additional industrial occupations necessary in the Institution.

CHARLES AUGUSTUS STODDARD,

*Chairman.*

**ATTENDING PHYSICIAN'S REPORT.**

**FOR THE YEAR ENDING SEPTEMBER 30, 1889.**

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

**GENTLEMEN :—**There has been but little serious illness during the past year, and no death. The following list shows the character and number of cases treated.

<b>DISEASES.</b>	<b>Cases.</b>
Abscess .....	4
Anæmia .....	2
Bronchitis .....	1
Caries of Ilium .....	1
Cellulitis .....	1
Contusions .....	7
Dermatitis Venenata .....	1
Eczema .....	7
Epilepsy .....	1
Erysipelas .....	3
Fever (remittent and intermittent) .....	10
Fracture of Fibula .....	1
Hernia (reducible) .....	2
Jaundice (catarrhal) .....	1
Mumps .....	45
Rheumatism .....	2
Ringworm of Scalp .....	6
Psoriasis .....	1
Sprain of Ankle .....	1
Tapeworm .....	2
Tonsilitis .....	25
Varicella .....	3
Whooping Cough .....	8
<b>Total .....</b>	<b>135</b>

I have the honor to remain,

Yours respectfully,

**W. T. ALEXANDER, M.D.**

**REPORT OF THE CONSULTING OPHTHALMOLOGIST AND  
OTOLOGIST.**

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NEW YORK, Oct. 1, 1889.

*To the President and Board of Directors of the New York Institution  
for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—Another fiscal year has elapsed and, as in years previous, the welfare of the pupil in this as in other departments has been considered of paramount importance by all.

Familiarity with the occurrence and recurrence of eye and ear trouble among the pupils at this Institution, warrants my again referring to the fact that many of our charges are much better provided for while at the Institution than during the vacation period, as witnessed in many instances by the existence of their trouble upon their return to us. In this connection, I would ask if nothing can be done to abridge the length of time pupils under treatment, as well as those contracting eye troubles abroad during vacation periods, can remain away, as their unlimited sojourn in tenement districts of this city and kindred unhealthy surroundings, not only endangers their own welfare, but that of their fellows so soon as they come together at the beginning of the term, notwithstanding that those ailing are isolated when found to be expedient.

It is noticeable from year to year that those suffering from eyelid troubles, especially of a contagious nature and due pre-eminently to unhygienic surroundings, are in the main the same pupils; that they leave us in the early summer and, after an absence of three months, return to again undergo treatment for the same disease that took so long to overcome the previous term.

These unfortunates, bereft of the sense of hearing, are, *per se*, doubly dependent upon the visual sense to enable them to advantageously pursue their studies and thus prepare themselves for usefulness in the outside world, and any means that will preserve their eyesight, although it in some measure curtail their temporary enjoyments, will, I think, appeal to all of you as being primarily for their own good.

Since the inauguration of the individual-towel system now in vogue, there has been a marked decrease in the probabilities of infection, and is a measure towards perfection of which the Institution has just right to pride itself. Could all of our pupils enjoy as good hygienic advantages while absent from us as they have at hand while at the Institution, I doubt not every case of lid trouble would in a short time be a thing of the past. In the aural department constantly occurs more or

less manifestation of a catarrhal nature, which is controlled to the best of our ability with the few necessities we possess in the hospital for the work, and in this connection I would earnestly request that a suitable requisition for such instruments and appliances as are really needed be honored by the board, that we may be more ready to cope with aural troubles at their inception.

The general health of the pupils, as attested by the report of the attending physician, is excellent, and so, also, in these departments, I can haply state there has been no serious outbreak of disease during the past year, for which all our friends should be thankful, at the same time recognizing the efforts of the Board of Directors to this end; for, to their fatherly care and kindly guardianship, is due the welfare of the pupils entrusted to their care.

Very respectfully,

F. C. RILEY, M.D.



# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1889.

## MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Alonzo, Roman, Jr.....	Brooklyn.....	Kings.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Backhaus, Frederick... ..	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Benson, Orris.....	Grahamsville.....	Sullivan.
Bestinnt, Morris.....	New York.....	New York.
Bettels, Henry.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blake, Charles F.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Bohmler, George.....	Maspeth.....	Queens.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilbur L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brady, Daniel.....	Brooklyn.....	Kings.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.

Name.	Town.	County.
Burke, James.....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.
Barland, Nicholas .....	Hurley.....	Ulster.
Burt, David .....	New York. ....	New York.
Butterly, Peter, Jr.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Cambell, John .....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Daly, Thomas.....	New York.....	New York.
Davis, Henry A.....	New York.....	New York.
DeLaney, John, Jr.....	Ancram. ....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Doody, Thomas.....	Albany.....	Albany.
Drasky, Myar.....	Schenectady.....	Schenectady.
Dugan, Daniel.....	Brooklyn.....	Kings.
Elflein, John A.....	Roxbury.....	Delaware.
Elliot, Michael.....	New York.....	New York.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Erdmann, Gustave.....	New York.....	New York.
Fallon, Terry .....	Fishkill.....	Dutchess.
Falte, August.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Ferguson, George.....	Brooklyn.....	Kings.
Ferris, George.....	Ashland.....	Greene.
Fried, Max.....	New York.....	New York.
Friess, George.....	New York.....	New York.
Gaffney, James.....	Brooklyn.....	Kings.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gilmore, William.....	New York.....	New York.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.

Name.	Town.	County.
Gompers, Solomon A.....	Brooklyn.....	Kings.
Goreth, Joseph.....	Wallkill.....	Orange.
Greenlaw, William J.....	New York.....	New York.
Greenwald, Henry A.....	New York.....	New York.
Gurnee, William.....	Wallkill.....	Orange.
Hackett, William H .....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hannon, Stephen.....	Kingston.....	Ulster,
Hanson, William.....	New York.....	New York.
Hartnett, Dennis.....	New York.....	New York.
Hatowsky, Louis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Heertt, Herman.....	New York.....	New York.
Hefferman, William.....	Brooklyn.....	Kings.
Herrmann, Louis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Isaacs, Benjamin.....	New York.....	New York.
Isbell, Chester M .....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Johnson, Jeremiah.....	Stuyvesant.....	Columbia.
Johnson, Philip.....	North Greenbush....	Rensselaer.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Keegan, Teddy .....	Brooklyn.....	Kings.
Keiser, John.....	New York.....	New York.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
King, Frederick G.....	New York.....	New York.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Krams, Henry.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kriecheldorff, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.

Name.	Town.	County.
Landre, Herman.....	New York.....	New York.
Lane, Willard A.....	New York.....	New York.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Lent, Otis H.....	Elmira.....	Chemung.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, Daniel F., Jr.....	New York.....	New York.
Lynch, William.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McDonald, George B.....	Brooklyn.....	Kings.
McDonald, Richard.....	New York.....	New York.
McEvoy, John, J.....	Fishkill.....	Dutchess.
McFarlane, Robert.....	Brooklyn.....	Kings.
McMickle, Frank H.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
Maddock, Thomas.....	New Rochelle.....	Westchester.
Manchester, George.....	Middleburg.....	Schoharie.
Marks, Morris.....	New York.....	New York.
Marshall, Edwin V.....	Hyde Park.....	Dutchess.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meier, Anton.....	Brooklyn.....	Kings.
Mendez, Josias D.....	New York.....	New York.
Meyers, James.....	Brooklyn.....	Kings.
Michael, Alexander.....	New York.....	New York.
Millard, Bertie B.....	Beekman.....	Dutchess.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Moeslein, Eugene.....	New York.....	New York.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morrison, Matthew H., Jr...	New York.....	New York.

<b>Name.</b>	<b>Town.</b>	<b>County.</b>
Muench, Henry.....	Brooklyn.....	Kings.
Neal, William S.....	Bloomsburg.....	Pennsylvania.
Nuszek, Joseph.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
Ogle, James.....	Newburgh.....	Orange.
Ogle, William.....	Newburgh.....	Orange.
O'Neil, Peter.....	Brooklyn.....	Kings.
O'Sullivan, Richard M.....	New York.....	New York.
Pace, Henry F. M.....	New York.....	New York.
Parrish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Peterson, Herman A.....	Brooklyn.....	Kings.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Postlethwaite, William D...	New York.....	New York.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York.....	New York.
Probst, Herman... ..	New York.....	New York.
Rappholdt, Edward.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Resue, Wesley.....	Olive.....	Ulster.
Riley, James.....	Brooklyn.....	Kings.
Roberts, John J .....	New York.....	New York.
Robinson, Stanley.....	New York....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Ryckman, William A.....	New York.....	New York.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Satow, Frederick.....	New York,.....	New York.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Schreiner, Conrad.....	Sand Lake.....	Rensselaer.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.

<b>Name.</b>	<b>Town.</b>	<b>County.</b>
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd .....	Cinncinnattus.....	Cortland.
Sigal, Beril.....	Brooklyn .....	Kings.
Silliman, Frank D.....	Fulton.....	Schoharie.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamville .....	Sullivan.
Somel, Louis.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn .....	Kings.
Suk, Anton.. .....	New York.....	New York.
Taplin, John E.....	Brooklyn .....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T.....	Brooklyn .....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Turner, Frank.....	Brooklyn .....	Kings.
Tweed, Richard R.....	Brooklyn .....	Kings.
Tyler, Ira W.....	New York.....	New York.
Utrazanka, Charles.....	Newburgh.....	Orange.
Van Seggar, John H.....	New Lots.....	Kings.
Vernon, Christian E.....	New York.....	New York.
Vincent, Alexander B.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn .....	Kings.
Wankowski, Frank.....	Ossining .....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Wilson, James B.....	Brooklyn .....	Kings.
Winbon, John J.....	Schodack .....	Rensselaer.
Wood, Frank J.....	New York.....	New York.
Woolley, Charles E.....	New York.....	New York.
Wygant, Edward M.....	Marlborough.....	Ulster.
Young, Howell O.....	Yonkers.....	Westchester.
Zerovitch, Harry .....	New York.....	New York.
Zuker, Woolf.....	New York.....	New York.

Name.	Town.	County.
Zundell, Robert .....	New York.....	New York.
Zundt, Edward.....	Brooklyn.....	Kings.

**FEMALES.**

Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M. ....	Brooklyn .....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newtown.....	Queens.
Austin, Almeda M.. ....	Watertown .....	Jefferson.
Austin, Nellie.....	Hudson.....	Columbia.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn .....	Kings.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive .....	Ulster.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Brooklyn .....	Kings.
Bogatiska, Margaret.....	New York.....	New York.
Bolender, Jennie.....	Brooklyn .....	Kings.
Bopp, Katie.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York .....	New York.
Brisco, Henrietta.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.
Byron, Florence M.....	New York.....	New York.
Colligan, Lena.....	New York.....	New York.
Craig, Agnes.....	Brooklyn .....	Kings.
Crolus, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Dixon, Harriet.....	New York.....	New York.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Echols, Agnes E.....	New York.....	New York.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Frantz, Ella M.. ....	Ellenville.....	Ulster.

<b>Name.</b>	<b>Town.</b>	<b>County.</b>
Freeholder, Eva.....	New York.....	New York.
Gabie, Florence.....	Yonkers.....	Westchester.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburgh.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hanlin, Mary.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Helst, Mary.....	New York.....	New York.
Hemphill, Julia A.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
House, Eliza M.....	Brooklyn.....	Kings.
Hutchinreuter, Hetwitch...	New York.....	New York.
Hutton, Nevada B.....	Brooklyn.....	Kings.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Kempf, Catherine.....	New York.....	New York.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Landt, Lina.....	New York.....	New York.
Larson, Emma C.....	Stony Point.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Little, Antoinette.....	Newburgh.....	Orange.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long Nellie.....	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn.....	Kings.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.



Name.	Town.	County.
McCatty, Ellen M.....	Brooklyn.....	Kings.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Eunice.....	Gilboa.....	Schoharie.
Nicholson, Mary.....	New York.....	New York.
Norton, Elizabeth.....	Binghamton.....	Broome.
Ogle, Catherine.....	Newburgh.....	Orange.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Patterson, Grace.....	Tarrytown.....	Westchester.
Peter, Christina M.....	New York.....	New York.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Quinn, Annie.....	New York.....	New York.
Rapp, Mary E.....	Albany.....	Albany.
Rosenberg, Annie.....	New York.....	New York.
Russell, Agnes.....	Newburgh.....	Orange.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schoomaker, Amanda.....	Rochester.....	Ulster.
Snedden, Kate A.....	New York.....	New York.
Spieles, Katie.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stimers, Carrie.....	New York.....	New York.
Streeter, Dora.....	Canajoharie.....	Montgomery.
Sturmwind, Sarah.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Valkenburg, Carrie B..	Oswego.....	Oswego.
Waidler, Ann L.....	Long Island City.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Welch, Fannie.....	Brooklyn.....	Kings.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.

## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease, or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision eruption, malformation of limbs, glandular swelling, rupture, epilepsy chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium or tobacco?

18. Has he ever been vaccinated or had small-pox?

19. Has he had the scarlet fever?

20. Has he had the measles?

21. Has he had the mumps?

22. Has he had the whooping cough?

23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?

24. Are there any other cases of deafness in the family, among relatives or ancestors?

25. What is the name of the father?

26. Where was he born?

27. What is the name of the mother?

28. Where was she born?

29. What is the name and post-office address of the correspondent?

30. What is the occupation of the father?

31. Have either of the parents died?

32. Has a second connection been formed by marriage—*e.g.*, cousins?

33. Were the parents related before their marriage?

34. What are the names and ages of their children?

35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?

36. Has he any special mark or peculiarity of appearance?

37. Color, color of eyes, stature, color of hair?

38. How long has the applicant lived in the State of New York?

39. How long in the County above named?

40. How long have the parents, guardian, or nearest relative lived in the State of New York?

41. How long in the County above named?

42. By whom is this information given?

43. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

# **LAWS AND BLANK FORMS.**

## **RELATING TO THE ADMISSION OF PUPILS.**

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### **CHAPTER 325, LAWS OF 1863.**

**As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."**

**PASSED, APRIL 29, 1875.**

*The people of the State of New York, represented in Senate and Assembly, do enact as follows:*

**SECTION 1.** Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution of the State for the education of deaf-mutes.

**§ 2.** Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in in any institution in the State for the education of deaf-mutes.

**§ 3.** The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

---

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion,

extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1, of chapter 555, of the laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils ; and all blind persons of suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows : All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York : those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which in his opinion the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

**APPLICATION.**

**FOR THE ADMISSION OF COUNTY PUPILS.**

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, } ss.:  
County of ,

.....of the the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of ..... 18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

**CERTIFICATE.**

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, } ss.:  
County of ,

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of .....18 , ( he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of .....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... } .....  
..... of the town of  
..... }

Dated.....18 .



APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City:

The undersigned, desiring to procure the admission of.....  
.....as a State Pupil, into the Institution above named for the purpose of receiving the benefits of Education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows:

State,.....County,.....Town or city,.....

Note.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer .....

How long in the County above named ?

Answer .....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardian or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer. ....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said Institution?

Answer.....

State any other fact, or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 ..

NOTE—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent; state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that.....  
is the parent, guardian or relative of applicant above named, and that  
the above statement signed by .....is true to the best of.....  
knowledge and belief.

Sworn to before me this..... }  
day of..... 18 .. }

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

To THE HONORABLE.....

*Superintendent of Public Instruction, Albany, N. Y.*

The undersigned hereby recommend that the above named applicant,.....be  
appointed a pupil in the New York Institution for the Instruction of  
the Deaf and Dumb at New York for the term of.....years,

from.....and that clothing be furnished by  
.....

.....  
*Principal or Superintendent.*

FORM OF BOND.

Know all men by these presents, that we.....of  
.....in the county of.....and State  
of....., and.....of.....  
in the county of ...and State of.....are  
held and firmly bound unto....., the treasurer of the New  
York Institution for the Instruction of the Deaf and Dumb, and his  
successor in office in the sum of .....dollars, for  
which payment, well and truly to be made, we bind ourselves, our  
heirs, executors, and administrators, jointly and severally, firmly by  
these presents.

Sealed with our seals. Dated at.....this.....  
day of.....A.D. ....

Whereas.....of.....in the county  
of.....and State of.....has  
been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if  
the above named obligors shall well and truly pay, during the con-  
tinuance of the said....., as such pupil, the sum of  
three hundred dollars per annum for.....board and tuition, semi-  
annually in advance, and shall also pay in advance the sum of fifty  
dollars a year for clothing, and shall also pay on demand all sums  
charged to the account of said.....for money or necessary  
articles furnished to said.....; and shall also pay interest  
on each bill, from and after the time it shall become due, then this  
obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
presence of }

..... [L. S.]  
..... [L. S.]

### SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue and Kingsbridge Road, near One Hundred and Sixty-Third Street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth Street, to One Hundred and Sixty-Second Street on Tenth Avenue.

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### PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and, at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

---

### FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

EPHRAIM HOLBROOK,	SETH GROSVENOR,
WILLIAM DENNISTOUN,	SIMON V. SICKLES,
ELIZABETH DEMILT,	THOMAS C. CHARDAVOYNE,
MADAME ELIZA JUMEL,	JAMES ANDERSON,
SARAH STAKE,	THOMAS FRIZZELL THOMPSON,
SARAH DEMILT,	THOMAS RILEY,
JOHN NOBLE,	JAMES N. COBB,
THOMAS EGGLESTON,	ELIZABETH GELSTON,
SAMUEL S. HOWLAND,	ROBERT C. GOODHUE,
THOMAS EDDY,	DANIEL MARLEY,
BENJ. F. WHEELWRIGHT,	ELIZA MOTT,
MARIA M. HOBBY,	SAMUEL WILLETTS,
BENJAMIN ABRAMS,	JAMES KELLY,
JOHN ALSTYNE,	LEONA L. BOLLES.

SEVENTY-SECOND ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

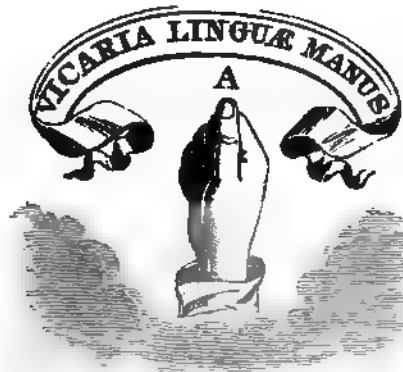
FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1890.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1891.



**SEVENTY-SECOND ANNUAL REPORT**  
**AND**  
**DOCUMENTS**  
**OF THE**  
**New York Institution**  
**FOR THE**  
**Instruction of the Deaf and Dumb,**  
**TO THE**  
**LEGISLATURE OF THE STATE OF NEW YORK,**  
**For the Year 1890.**

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**NEW YORK :**  
**PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.**  
**1891.**

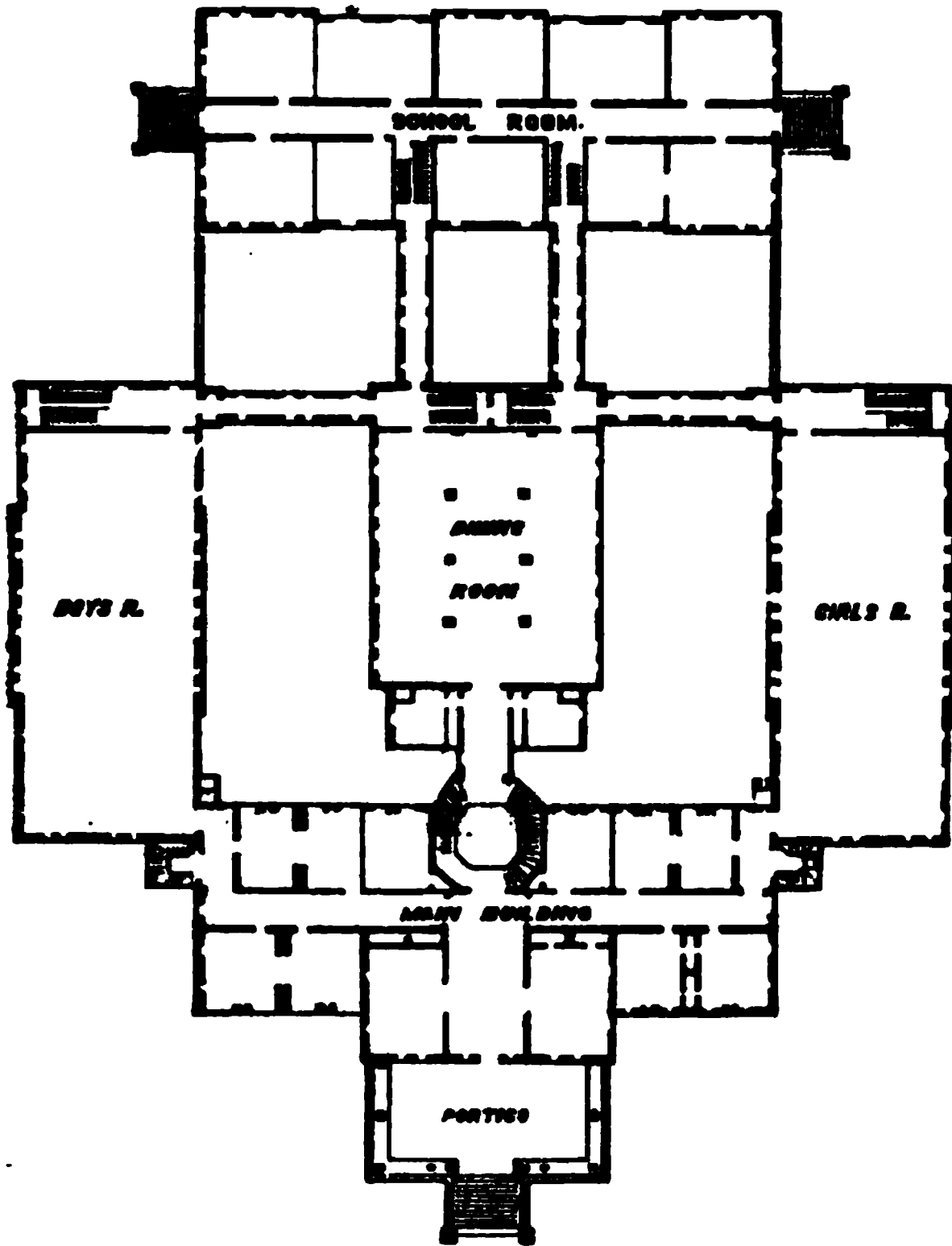


*The Principal*





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB (Main Building.)



PRINCIPAL FLOOR.  
SCALE.

ft. 0 50 100



# OFFICERS AND DIRECTORS.

---

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MISS MYRA M. LONG—Matron of Primary Department.

MISS SUSAN THISTLE—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

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JOSEPH H. BANKS.

## NIGHT WATCH.

FREDERICK A. GERLOFF.

THOMAS HARTEN.

MAGGIE DONLAN.





TRADES SCHOOL BUILDING.

# INDUSTRIES AND TRADES.

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### SHIRT-MAKING.

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### PLAIN SEWING.

DELLA FITZGERALD.



# SEVENTY-SECOND ANNUAL REPORT.

---

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York, their Seventy-Second Annual Report, for the year ending September 30th, 1890.

With this are also submitted the separate reports of the Principal, Superintendent, Physician, Treasurer, and Committee on Annual Examination, which will give information in detail as to the condition of the Institution in each of its several departments, the methods pursued, and the progress made.

From the Superintendent's report, it will be seen that on September 30th, 1890, there were connected with the Institution 310 pupils, of whom 210 were males and 100 females. During the entire year, there have been present 350 pupils, of whom 234 were males and 116 females.

These children were taught by sixteen teachers, of whom two devoted their entire time to teaching articulation, one taught drawing and applied art, and thirteen gave instruction in the English language and cognate studies.

During the year, special attention has been devoted to the perfecting of the speech of those pupils who manifest ability to articulate, while no pains has been spared to develop this power in all. It is becoming more and more evident, as the education of deaf-mutes advances, from experimental to settled methods, that no inflexible rule can be applied to cases which may vary widely in physical structure and mental endowments. The wise educator will be so far eclectic as to leave no method untried which gives a fair promise of success, and it is upon this principle that the instruction at the New York Institution is conducted.

The report of the Committee on the Annual Examination, which was held in June last, exhibits in detail the results of such a system, and it will repay the careful perusal of all who are interested in the education of mutes. The gentlemen and ladies, who were present at the examinations and the subsequent closing exercises of the academic year, have recorded their impressions with a unanimity of commendation, which is most gratifying.



The instruction in trades and manual labor during the past year has been continuous, and, in every sense, remunerative. The aim of the Directors has been to qualify the pupils of the Institution for self-support, by developing their minds and training eye and hand at the same time. No child is cut off from the school-room, in order that he may have a place in the printing office or the shops. Mental development and manual culture, under the best conditions for advancement in each, have produced admirable results. The stimulus of prizes has not been wanting, while higher motives have been the main grounds of appeal to the effort for excellence in every department.

It is with regret that the Board of Directors notices a disposition on the part of some parents, to sacrifice the thorough education of their children to a desire to use them as money-makers for themselves. Children are often removed from the Institution at a critical point in their education, to their lasting injury, and it seems desirable that some means should be devised, by which this injustice to the child, as well as to the State which seeks his welfare, can be remedied.

The most interesting event of the year in connection with the general subject of deaf-mute instruction, has been the International Convention of Teachers of the Deaf and Dumb at the New York Institution, in the month of August. Attention is specially called to those portions of the reports of the Principal and Superintendent which are devoted to this meeting. The influence of this convention has already been felt throughout the United States, and in other lands. The officers of the Institution deserve unstinted praise for the heartiness with which they devoted their vacations to laborious efforts to make the great occasion one of pleasure to their numerous guests, and of honor to the Institution which received them.

A sense of responsibility to God, and of duty to the pupils of the Institution, as well as to the people of the State, has led the Board to peculiar efforts in the past year to improve, in every possible manner, the material accommodations and intellectual appliances of the Institution. More could be done, if larger means were placed at our disposal, but that which has been granted is used with wisdom, care and economy.

A course of instruction and training, which ranges from the alphabet to the classics; from the rudest essays with the needle to the best efforts for the expression of artistic ideas; which aims to teach an utterly ignorant and helpless child how to care for itself in all the relations of life; how to become self-supporting, useful and intelligently happy; and how to live here, so as to live happily forever; is

course pursued in the New York Institution for the Instruction of Deaf and Dumb, and it is once more commended to the liberal

support of the State of New York. The continued efforts of the Directors will be to educate those committed to their charge, so that they will become useful men and women, good citizens, and a credit to the Institution and the State.

All of which is respectfully submitted,

In behalf of the Board of Directors.

ENOCK L. FANCHER,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## Report of the Principal.

---

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—It is a source of gratification to be able to report that the Institution has, during the past year, ending September 30th, 1890, accomplished in an even higher degree than before, the work of preparing the deaf-mute wards of the State for usefulness and happiness.

The number under instruction has been males 284, females 116—a total of 350. Of these, 328 were in school during the academic year included between the 1st of September, 1889, and the 30th of August, 1890.

The number of teachers was sixteen, of whom two devoted their entire time to the systematic development of articulation and labiology, one made a specialty of drawing and applied art, and thirteen gave instruction in the English language and studies connected therewith. For results, I beg to refer you to the report of the committee that conducted the Annual Examination in June last.

It has been a matter of just pride that we have been able, since the year 1831, to confer upon our pupils, each according to his bent, skill in many well-selected trades, modified in many cases by special development on artistic lines, by means of which they are enabled to obtain positions capable of giving them support and even competence when they leave the Institution.

To secure, however, in anything like full measure, the benefits thus arising, presupposes a far greater and more difficult work, to which this mechanical training bears but an incidental though important relation, that of giving to the untutored deaf-mute a knowledge of the language of his country, and of converting him, by mental and moral education, from an irresponsible burthen upon society, into an intelligent and conscientious citizen.

That opinions on this, as well as every other subject, should differ, and in some cases be antagonistic, is an axiom that no student of human nature will dispute. The fundamental difference in views on the part of the majority of schools for the deaf, is between the principles

represented by the followers of the French De l'Epee, and of the German Heinicke, who flourished over 130 years ago. The one saw in the deaf-mute, a being upon whose intellectual development Nature had imposed conditions opposite to those enjoyed by the hearing person; the other believed that, notwithstanding his want of hearing, the conditions under which his education should be conducted should be the same. The one looked upon speech as a corollary of hearing, and upon the natural pictorial language of signs as a corollary of an original condition of deafness; the other looked upon speech as the fundamental basis of verbal language. The one made the language of signs the interpreter to the deaf-mute of the meaning of written words, and the facile instrument of enabling him to write sentences conveying a clearly conceived idea; the other taught him to speak the names of objects and afterward to write them, and slowly build up a spoken language in connection with daily self-interpreting circumstances, hampered, however, continually, by the difficulty of obtaining distinct utterance and of making speech easily recognizable by the eye. The one made free use of the medium suggested to the deaf-mute by his processes of mental vision, and used signs freely; the other repudiated and repressed this natural mode of expression. The one introduced him at once to the light; the other kept him in the background till he had, by plodding steps, reached the goal to which the other flew. The one followed Nature; the other coerced her. The principle is the same, if the deaf-mute is *confined* to the use of words and sentences spelled with a manual alphabet or simply given in writing.

The difference between the two systems lies solely in the employment or non-employment of the language of signs as an adjunct or intermediary. Both teach the meaning and use of words written and spoken. Both teach speech and speech-reading. But both do not permit the use of signs, through which the average deaf-mute can soonest and with certainty obtain the highest mental development of which he is capable.

The most striking illustration, perhaps, of the relation of signs to the education of the deaf-mute, as exemplified in this Institution, is afforded by a comparison between the manner in which a hearing person and a deaf-mute read respectively. The former attaches no meaning to what he sees on the printed page unless he associates a sound with each word in every line. Sound is to him the medium through which his knowledge of language has been obtained, and consequently, it alone has to him true significance. The deaf-mute, on the contrary, has no idea of sound, and though, parrot-like, he may repeat every word through artificially-acquired vocal speech, it breaks not the silence of his soul, and brings no comprehension to his mind.

Let him, however, associate with every word and phrase and sentence he reads, one or more distinct nature-given signs, and he recognizes at once its true meaning.

As signs have the same significant effect upon the eye of the deaf that sounds have upon the ear of the hearing, it follows that both sounds and signs practically perform the same function. They are only different forms of giving significant pronunciation to words.

As soon as our pupils are brought to such a knowledge of words and of the structure of language that intelligent reading is possible, they are encouraged to persist in it, because it brings verbal phraseology constantly before their minds, and makes them familiar with it as nothing else can do. If, out of recitation hours, they are at a loss for the meaning of a word, they make a note of it, which they afterward submit to their teacher, who gives them the manual sign, and with it the sense. They are especially encouraged to read their text-books through several times, as they would any other reading book, so that, besides obtaining the particular analytic instruction given in connection with their daily lessons, they gain noticeable familiarity with both the contents of the text book and the language in which they are conveyed.

Great attention is paid to the dictation of sentences by means of the manual alphabet, the pupils responding in concert, with a sign to each word or phrase as it is spelled, and receiving aid from the teacher when the meaning of any word is unknown to them. They then write the sentence simultaneously with chalk, on the large slates with which the walls of the class-rooms are lined.

In this way, phraseology appropriate to all the affairs of life is systematically poured in upon their minds. They become familiar with forms, words, phrases and idioms. Language becomes a second nature, and appeals to their minds practically in the same manner that it does to hearing persons; and the longer the process is continued, the more certain is it to transfer the deaf-mute from his condition as a foreigner, to that of one "to the manner born." All this is accompanied by practice in composition, a most useful form of which is keeping a daily journal of current events into which the pupil's own experience largely enters.

While, by these and other means, they are obtaining a knowledge of the English language, and of the studies pursued in common schools and academies, they each receive daily systematic instruction of not less than an hour, in vocal speech and speech-reading, and are brought, as far as their several ability makes it possible, to a point where they can not only pronounce audibly what they can write, but also recognize, on the lips, what is addressed to them in speech.

In this, we have already been very successful with many of our pupils, while all are approaching the point where speech can be safely substituted for the manual alphabet.

The relations between the alphabet of the tongue and the alphabet of the hand, are very marked. All phonetic utterance is merely a sort of vocal spelling with phonic letters, and when our pupils learn this principle, the intellectual difficulty vanishes, though the mechanical remains. I have prepared an exhaustive series of lessons, of which the phonic alphabet is the basis, and find that, by means thereof, we are able to accomplish more and more in this direction.

The most notable event of the year has been the holding of the Twelfth Convention of American Instructors of the Deaf, and First International Convention in America.

A multiplicity of details incident to making arrangements for a great and important gathering of specialists, involving visits to officials, extensive correspondence with individuals and with railroad companies, as well as personal preparation for my own part in the proceedings, closely occupied my time for weeks preceding.

The admirable condition into which the Superintendent, Mr. Brainerd, under the judicious direction and liberal authorization given to him by the Board, put the buildings and grounds; and the ample, tasteful, and delightful provision made for the accommodation and entertainment of the members of the largest Convention of Instructors of the Deaf ever held in this or any other country, were such that, when the convention met at three o'clock in the afternoon of Saturday, August 23d, there was a general expression of pleased anticipation of a peculiarly agreeable sojourn, under what was afterward declared to be as perfect hospitality as had ever been extended under similar circumstances. The co-operation of the matron and her devotion to the comfort of the guests, also contributed to the success of the occasion.

The convention was called to order by Dr. E. M. Gallaudet, Chairman of the Standing Committee, who read the call. Dr. Alexander Graham Bell, who by his experience in training deaf-mutes in articulation, was led to the invention of the telephone, was made temporary president. An address of welcome was then delivered by the Principal of this Institution. He was followed by Rev. Thomas Gallaudet, D.D., who in behalf of the Board of Directors, whom, by special appointment, he represented during the convention, made some eloquent and appropriate remarks. Responses were made by Mr. F. D. Clarke, formerly a teacher in this Institution, but now Principal of the State Institution in Arkansas, and by five others.

The Committee on permanent organization, appointed by Dr. Bell,

reported the names of Warring Wilkinson, L.H.D., the Principal of the California Institution, as permanent president, of five gentlemen representing the different parts of this country and the Dominion of Canada, as vice-presidents ; and of Messrs. Carrier and Fox, of this Institution, and Mr. Cochrane, of Wisconsin, as permanent secretaries.

Dr. Wilkinson, in his opening remarks, spoke feelingly of his former connection as an instructor with the New York Institution, and paid a touching tribute to the late Dr. H. P. Peet. At the close of a three hours' session, within which a report was made by the Committee on Enrollment, and by the Committee on Business, stating the future order of proceedings, an adjournment was had till after supper, when the convention re-assembled for the reading of papers and discussion.

On Sunday, the 24th, I conducted, before the convention, a service in the same manner as is usual in this Institution, except that I gave the prayers, the reading of Scripture and the benediction, in signs and audible speech simultaneously. The sermon was preached in signs by Mr. David R. Tillinghast, formerly of this, but now of the North Carolina Institution, and was translated by me into speech, *pari passu*. The hymns, "Just as I am," and "Rock of Ages," were effectively rendered in signs by one of our choirs of female pupils, and were read at the same time by myself. Then followed a session of the convention in which the different methods of spending the Sabbath, and of giving religious instruction in the several institutions, were detailed and discussed.

On Monday, Tuesday and Wednesday, sessions were held morning, afternoon and evening, which, with the three sessions held on Saturday and Sunday, made twelve in all. The last session was occupied with the reading of obituaries of those who had died since the last convention, four years ago, among those particularly noticed being the late Hon. Erastus Brooks, who as a delegate from the New York Institution, had borne so prominent a part at the Convention in California ; and with the usual resolutions.

Then, at 9:45 o'clock, the same evening, Wednesday, the 27th of August, Dr. Wilkinson, after delivering a felicitous address, in which he reviewed the work that had been accomplished, pronounced the convention adjourned *sine die*.

Of the twelve conventions that have been entertained by State Institutions, the First was held in the New York Institution August 28-30, 1850 ; the Second, in Hartford, Conn., August 27-29, 1851 ; the Third, in Columbus, O., August 10-12, 1853 ; the Fourth, in Staunton, Va., August 13-15, 1856 ; the Fifth, in Jacksonville, Ill., August 11-13, 1858 ; the Sixth, in the National Deaf-Mute College, at Washington,



D. C., May 12-16, 1868 ; the Seventh, in Indianapolis, Ind., August 24-26, 1870 ; the Eighth, in Belleville, Ont., July 15-20, 1874 ; the Ninth, in Columbus, O., July 17-22, 1878 ; the Tenth, in Jacksonville, Ill., August 26-30, 1882 ; the Eleventh, in Berkeley, Cal., July 15-22, 1886 ; and the Twelfth, in the New York Institution, August 23-27, 1890.

Thus it will be seen that the Ohio Institution has entertained two conventions, the Illinois Institution, two, and our own two, the first and the last, at both of which I have been present, notwithstanding the interval of forty years, while the other conventions have been entertained once each by six separate institutions. The entire expense of the entertainment of the guests, the employment of stenographers and the publication of the proceedings, has been borne by the institutions where the conventions have been held.

It is a remarkable fact that, at the convention just held, six of the members were formerly teachers in this institution, and are now principals in different institutions, one is at the head of the Church Mission to Deaf-Mutes, and forty-two others, all of them deaf-mutes, have also been teachers here, and are most of them now actively engaged in the same work elsewhere. Of three of the deaf-mute gentlemen in attendance on the convention, who have been pupils and teachers in this institution, one is engaged in the Money Order Department of the New York Post Office, another in the Record Department of the New York Custom House, and the third in the Treasury Department of the General Government in Washington.

Among the subjects discussed at the recent convention, were the comparative advantages, first, of teaching the English language with the aid of signs, and relegating articulation to the position of a desirable *means of expressing* language thus learned, as is done in the schools that adopt the Combined System ; and, second, of teaching the English language primarily by and through articulation, and deducing the written form therefrom, *without* the use of signs. My own paper favored the former view, and was an elaborate attempt to set forth the true relations of the sign-language to the education of the deaf and dumb.

The majority of the members favored the use of the sign method, with instruction in articulation limited to selected pupils, but a large number coincided with the representatives of the New York Institution, in the sentiment that it should be taught to every pupil without discrimination, in proportion to his or her capacity.

A society, composed of both pure oralists and of advocates of the Combined System, was formed within the convention, to promote the teaching of articulation to all the deaf, and to create a public sentiment



in favor thereof. To this, when incorporated, Dr. A. Graham Bell, himself not a pure oralist, has promised a gift of \$25,000 in aid of the project.

In carrying out the views thus formulated, this institution, it is to be hoped, will, under your effective co-operation, take a leading position, through the demonstration it shall be able to make of what can be done in the way of teaching articulation, not to a part only, but to all of its pupils.

The progress made in the arts of design has reflected great credit upon Miss Gabriella Marie Le Prince, who has become the successor of her mother, Madame Sarah Elizabeth Le Prince.

An art still more practical in its relations to every-day life, has, within the last year, been introduced as an adjunct to the school. Two lessons a week have been given to thirty-five of our girls, and to five other members of our household, on the best methods of preparing food for the table, by Mrs. Alice D. Gillette, aided by Miss Luann C. Rice, of our regular corps of instructors. The instruction has been admirable, and its results, both direct and indirect, are likely to be in the highest degree beneficial.

#### ACKNOWLEDGMENTS.

To Hon. A. S. Draper, Superintendent of Public Instruction, and to Hon. John Connelly of the Assembly, and Hon. Eugene S. Ives of the Senate, special thanks are due for promoting the passage of a law, increasing the number of pupils that may be selected for an additional period of instruction, after the ordinary term of eight years for which State pupils are appointed, has expired, from 24 to 36, a law the necessity of which was fully represented in the last annual report of the Institution.

For the last three years, an exhibition has been given of our pupils, in the spring, in the Church of the Pilgrims, at the corner of Madison Avenue and 122d Street, at the instance of the pastor, Rev. Dr. Samuel H. Virgin, a prominent and sympathetic life member of this Institution.

The interest thus awakened in our work may be inferred from the fact that the offerings made on these occasions, and placed in my hands, to be used as benefactions to deaf-mutes, have amounted to \$284.17; of which \$100 has been given to the Gallaudet Home for Aged and Infirm Deaf-Mutes; \$70.83 has been expended in timely assistance, under peculiar circumstances, to graduates of the Institution; \$91.85 in expenses connected with these exhibitions, and in special benefits to individual pupils, for whom sufficient public or private

provision has not otherwise been made ; and \$21.48 is still on hand.

For the sympathy and encouragement thus extended to the deaf, and to the Institution, we have abundant reason to be grateful.

Our thanks are further due, and are hereby tendered to the editors and proprietors of the following publications, which have been sent free to the Institution for the use and enjoyment of its inmates :

*Annual.*

Steven's Book List, London, England. (Ten copies.)

Sotheran's Current Literature, London, England.

*Monthly.*

Our Record, Buffalo, N. Y.

Texas Mute Ranger, Austin, Texas.

The Acorn, Winthrop Centre, Mass.

The Sheltering Arms, New York City.

The Child's Paper, New York City. (Fifteen copies.)

The Monthly Social, Council Bluffs, Iowa.

The Sunday School Journal, New York City.

The Pacific Banner, Winthrop Centre, Maine.

Appleton's Literary Bulletin, New York City.

Houghton and Mifflins' Literary Bulletin, Boston, Mass.

Dodd & Mead's New Publications, New York City.

*Semi-Monthly.*

Deaf-Mute Pelican, Baton Rouge, La.

Sunday School Advocate, New York City.

Maryland Bulletin, Frederick, Maryland. (Two copies.)

The Silent Observer, Knoxville, Tennessee.

Nebraska Mute Journal, Omaha, Nebraska.

*Weekly.*

Progress, New York City.

The Rome Register, Rome, N. Y.

Juvenile Ranger, Austin, Texas.

The Tablet, Romney, West Virginia.

The Utica Herald, Utica, N. Y.

Deaf-Mute Mirror, Flint, Michigan.

The Companion, Faribault, Minn.

The Silent World, Philadelphia, Pa.

The Mute's Chronicle, Columbus, Ohio.

The Wisconsin Times, Delavan, Wisconsin.

The Uptown Visitor, New York City.

The Kentucky Deaf-Mute, Danville, Ky.

The Messenger, Talladega, Alabama. (Two copies.)  
The Weekly State Gazette, Trenton, N. J.  
The New York Evangelist, New York City.  
The Weekly News, Berkeley, Cal. (Two copies.)  
The Deaf-Mute Voice, Jackson, Miss. (Two copies.)  
The Deaf-Mute Optic, Little Rock, Arkansas. (Two copies.)  
The Weekly Mail and Express, New York City.  
The Kansas Star, Olathe, Kansas. (Two copies.)  
The Deaf-Mute Index, Colorado Springs, Col. (Two copies.)  
The Goodson Gazette, Staunton, Va. (Two copies.)  
The Deaf-Mute Record, Fulton, Missouri.  
Our Little People, Rochester, N. Y. (Two copies.)  
The Deaf-Mutes' Journal, New York City. (Four copies.)

*Semi-Weekly.*

The Rome Sentinel, Rome, N. Y.  
The Newburgh Journal, Newburgh, N. Y.

All of which is respectfully submitted.

ISAAC LEWIS PEET,  
*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1890.

## Report on the Annual Examination.

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JUNE, 1890.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

**GENTLEMEN :—**The Committee appointed to attend and conduct the Annual Examination of the pupils respectfully submits its report.

The inspection occupied the whole of Thursday, June 12th, commencing with devotional exercises in the chapel at half-past eight o'clock in the morning, and continuing, with an hour's intermission for dinner, till five in the afternoon.

The 328 pupils of the Institution were divided into nineteen classes, and these again were grouped into four grades or departments, viz: juvenile, intermediate, grammar and academic. In the work of examination, the Committee were ably assisted by Rev. F. H. Marling, D.D., who examined the High Classes, and by Rev. A. T. Colt, C. T. Catlin, Esq., John Stinson, Esq., and Miss Georgiana Swezey. To the lady and gentlemen above mentioned, the Committee expresses its obligations for their valuable co-operation, and their pleasing reports, copies of which are herewith appended.

When commencing the examination, the Committee were furnished by the Principal, with the following carefully prepared schedule giving the designation and standing of each class, with the total number of pupils, those present at the examination, and the names of the instructors :

## SCHEDULE OF CLASSES, JUNE 12, 1890.

## I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
H. C.	E. Henry Carrier.....	8 to 11 years .....	17	13
I.	Thomas F. Fox.....	8 years.....	17	16
II.	Walter B. Peet.....	7 years.....	16	15
III.	Walter B. Peet.....	6 years.....	15	14
IV.	Thomas F. Fox.....	5 years.....	16	14
V.	Elizabeth M. Stryker..	4 years.....	18	18
VI.	William G. Jones.....	3 years.....	19	18
VII.	William G. Jones.....	2 years.....	16	16
VIII.	Chester Q. Mann.....	1½ years.....	19	17
IX.	Chester Q. Mann.....	1 to 10 mos.....	14	13

## KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	2 years.....	20	19
II.	C. W. Van Tassell.....	3 weeks to 1 year.....	31	30
			218	203

## II.—FEMALES.

H. C.	Ida Montgomery.....	8 to 11 years.....	17	16
I.	Ida Montgomery.....	7 years.....	17	16
II.	Myra L. Barrager.....	5 and 6 years.....	17	17
III.	Myra L. Barrager.....	3 and 4 years.....	18	18
IV.	Josephine L. Ensign..	2 years.....	16	15
V.	Josephine L. Ensign..	1 to 10 mos.....	24	23

## SPECIAL CLASS.

Jane T. Meigs.....	2 years.....	1	1
		110	106

## RECAPITULATION.

UNDER INSTRUCTION DURING  
THE YEAR.

Males,	218
Females,	110
Total,	328

PRESENT AT THE EXAMINATION.

Males,	203
Females,	106
Total,	309

ARTICULATION AND LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Carrier.....	16	33	49	12	31	43
E. M. Stryker.....	18		18	18		18
Jane T. Meigs.....	68	75	143	64	73	137
Emily McAllister.....	49	2	51	47	2	49
Walter B. Peet.....	31		31	29		29
Luann C. Rice.....	20		20	19		19
	202	110	312	189	106	285

DRAWING.

Gabrielle Marie Le Prince... | 218 | 110 | 328 || 203 | 106 | 309

By direction of the Committee a series of questions suitable for each class had been prepared by the Principal. These questions covered the particular course of study of each class, and were so arranged as to determine the individual progress of each and every pupil examined. To these questions written replies were required, the younger pupils using the large slates, and the pupils in more advanced classes giving their answers on paper.

JUVENILE DEPARTMENT.

Included in this department, there were two classes of boys, fifty-one in number, under two teachers, having their school and living apartments at the Mansion House, and a class each of fourteen boys and twenty-four girls in the main school building, making a total of four classes and eighty-nine pupils. They were mostly little ones from six to ten years of age, whose nominal standing was from one to two years, though some had been under instruction three years, and others only as many weeks.

The method pursued with these pupils, is one specially designed by the Principal for beginners, and it is believed to be the best method of introducing them to a correct knowledge of the English language. The pupils having learned to distinguish and write the names of twelve objects, which comprise every letter in the alphabet, and their own names and ages, they are given a simple direction in writing, and this is followed by a question which they are taught to answer correctly. On

this principle, all forms of discourse are taught, the pupils being hardly conscious of any severe mental exercise. Objects form an important part of this drill, the exercises partaking much of the character of a game, into which the little ones enter with great zest, willing and anxious to show their proficiency. The salutary effects of this careful drill were very evident, especially in the classes of children under instruction a very short time—i.e., the two lowest classes, one of boys and the other of girls. Peet's Language Lessons formed the principal study in all these classes, with Peet's Scripture Lessons, and Arithmetic in the more advanced. In the examination of the boys at the Mansion House, the Committee availed themselves of the assistance of Rev. A. T. Colt, whose report we append in full.

“ NEW YORK INSTITUTION FOR THE INSTRUCTION }  
OF THE DEAF AND DUMB, June 12, 1890. }

“ ISAAC LEWIS PEET, LL.D. :

“ MY DEAR SIR :—Whatever may be said about the “ trials of the class room,” its joys and victories have been shown to-day in the examination, which it was my privilege to conduct at your invitation, among the primary pupils at the Mansion House. The boy youngest in standing of all, though only two weeks in the Institution, is surprisingly accurate in naming and identifying familiar objects. In the classes of Professor VanTassell, the boys of one year's standing showed, first of all, how well each knows his name and can respond to it. Their understanding of short sentences was proved by simple acts, involving also the idea of number, performed at the teacher's request, and recorded by every member of the class in perfectly legible blackboard writing. Their familiarity with numbers within one hundred was also demonstrated.

“ A special pupil, whose progress will interest all the Institution's friends—Orris Benson, by name—has shown the success achieved within eight months. Prevented by total blindness from learning with the others, he has surmounted many difficulties, and the foundation of his education has already been well laid. He showed a good acquaintance with the manual alphabet, with fundamental signs, and single numbers. His examination brought out several new ideas of his own deduction, such, for instance, as a certain cap described by him as *his* cap; he condemned a mentioned rat as a *bad* rat; and he described the half-protected head of a visiting gentleman, as a place from which *the hair had been pulled*. Indeed these pupils' work has been of absorbing interest, and it might easily elicit more extended report.

“ The afternoon session was devoted to scholars somewhat more advanced, who are in the care of Miss Rice. Their first exercise gave knowledge of a good vocabulary of nouns and pronouns, with verbs in the present and past tenses. While a single boy wrote the past tense of the verb *hit* as *hot*, yet these slips were so few as to be remembered, and the general rule was accuracy almost complete. A ready comprehension of new ideas was shown by the boys describing, for the first time, the true colors of a bouquet of leaves and roses, which was then before them. The handwriting was always clear, often beautiful. Proficiency in your Book of Scripture Lessons gave a good elementary knowledge of several Bible characters. The pupils wrote from memory, upon request, the Fifth and the Eighth Commandments—one adding the child's rhythmic version of the former: “ Give both thy parents

honor due." New work derived from past studies showed the originality of several pupils, notably when they were writing about such phases of boy life as ball-playing and swimming. The work in arithmetic equalled that of hearing children of their average age and origin, and in fine, the key-note of the day has been the proven conquest of opposing difficulties.

" Respectfully submitted,  
" ANSON T. COLT."

The little girls showed up equally well, their good effect of the system pursued being evident in the quickness of apprehension, with which they performed the directions given, while their bright and natural ways indicated that future instruction upon the foundation already laid, would bring forth desirable results in bright and attractive young women.

Another class *sui generis*, but usually graded with the juvenile department, is one composed of nineteen boys and youth, of ages ranging from twelve to twenty-five. Their standing was anywhere from one to five years, being those who had either been kept from school till mature life, or had been so retarded in mental development, through sickness and natural disability, as to prevent their advance with the regular classes. Pupils of this character are generally unpromising subjects ; still, efforts are made to teach them to converse in signs, and in this way to develop their ideas and faculties. Some had learned to write the names of a few objects ; others had learned to spell a few words ; others, still, to write simple sentences. But all had become able to converse in signs, not only on necessary subjects concerning their daily wants and experiences, but, also, to understand explanations, in signs, of the letters they receive from anxious relatives and friends.

#### INTERMEDIATE DEPARTMENT.

In the Intermediate Department, there were four classes of male pupils, with an aggregate of sixty-nine pupils, and two classes of females, containing thirty-four pupils ; making a total of six classes and one hundred and three pupils.

The classes of boys were taught by male teachers, and those of the girls by teachers of their own sex. The standing of the classes varied from one and a half to five years. The text-books prescribed for the various classes, advancing upward, were : Peet's Course of Instruction, Part III., History of Man ; Monteith's First Lessons in Geography ; Harper's Introductory Geography ; Goodrich's History of the United States ; Peet's History of the United States ; Thomson's First Lessons in Arithmetic ; General Exercises in Language ; Peet's Exercises on the Verb ; Penmanship ; Peet's Scripture Lessons ; Biblical Selections ; Catechism, and Sacred Hymns.



In the work of each of these classes, there was abundant evidence that these branches had been systematically pursued, and yet there was a pleasing variety in the exercises of the different classes. Each teacher, within certain limits, exercised his or her own judgment with each particular class, as to the manner in which the object in view—the acquisition of language—could best be attained. The usual mode of procedure is to require the pupils to write from dictation by the manual alphabet, and then, to insure their comprehension of what has been dictated, they are further required to give the sign for each word so dictated, and, in addition to that, to give their own comprehension of the full sentence or passage. In this manner the teacher is enabled to discover how far he is understood, and to give special explanation and illustration of language where necessary. From the nature of the case, the reasoning faculties of deaf-mutes are of comparatively slow development; consequently, this class of exercises subserves a double purpose in fixing the forms of language and fostering independent thought in the pupils, which forms an important item of their education.

A thorough examination of the six classes in this department, exhibited a marked and regular progression in studies and mental development, from the lowest to the highest, a progression that proved that a lasting foundation was being laid, upon which to base future instruction. Indeed, the general impression produced on us by both the method and means of instruction, was that of thorough and effective work by the instructors, and careful oversight by the Principal.

#### GRAMMAR DEPARTMENT.

The Grammar Department contained eighty-two pupils, distributed in five classes, three of which were formed of boys, and two of girls. Their standing included two classes of six years, two of seven, and one of eight. In the instruction of the pupils in these classes, particular attention had been given to the use of language in accordance with grammatical forms. A system of grammatical symbols devised by the Principal, was used to simplify the parts of speech, and to illustrate grammatical relations in the construction of phrases and sentences. By means of these symbols, the parts of speech, and their relations to each other, are so clearly illustrated to the eye, that the mind of the pupil readily grasps a subject, otherwise, beyond its comprehension, but an ignorance of which lies at the root of the faulty use of language. Not having the ear to guide, it is necessary to supply symbols, which being readily remembered, form an invaluable aid to the acquisition of language.

In the grammar test, some of these symbols were placed on the slates

to indicate sentences composed of a pronoun in either of the three persons, singular number and nominative case, followed by the verb *to be* in the present indicative, and this followed by an adverb or adverbial phrase. They proved their ability to distinguish the parts of speech by placing appropriate words under given symbols, and in most instances supplied the proper symbols for the sentences presented. Aside from this special drill in grammar, the course of study in this department might be called an expansion of that pursued in the Intermediate, the branches taught being the same, with a few omissions and additions. In geography, the text books used were Mitchell's New Primary, Mitchell's New Intermediate, McNally's and Harper's School Geographies. In United States History, Goodrich's, Monteith's, Eggleston's, and Higginson's were used. Thomson's First Lessons, Eaton's Common School, and Thomson's Complete Graded, form the text books in Arithmetic.

A number of the pupils in the two most advanced classes of this grade were to graduate, and several of them were to be considered as candidates for admission to the High Class. Consequently, in addition to the other branches mentioned, they studied Hutchinson's Physiology, Cocker's Government of the United States, English Composition, Natural Philosophy, and Book-keeping.

The examination papers of the pupils in these five classes, showed a clear comprehension of the subjects in which they were examined. In replying to questions on subjects outside of their studies—questions on current topics and events of the year—some of them gave evidence of being well-informed, while the diversity of comments and opinions spoke well for the training their reasoning powers were receiving. Yet, in several instances, there was a noticeable inclination to transpose words and phrases from their proper order, and this disposition was rather more conspicuous than in the lower grades. This appears to result from the more difficult character of the studies pursued, and the abstruse form of the ideas seeking expression. As the vocabulary of a deaf-mute increases, he seeks a wider range of expression, and this greater freedom frequently leads, whenever the pupil gets out of his depth, to unidiomatic forms of language. Practice, however, under the watchful eye of the teacher, seldom fails to overcome this peculiarity so common to all learners of a foreign tongue. This slight disparity in language was more than counterbalanced by their proficiency in their studies, while the real progress they had already made towards a complete mastery of language, augured well for their future success in this important branch.

#### ACADEMIC DEPARTMENT.

The most advanced classes in the Institution, the two High Classes,

the males under the instruction of Mr. E. Henry Carrier, and the females under Miss Ida Montgomery, comprised this department. It embraced the better portion of those pupils selected for an additional term of three years, and contained thirty-four young men and women, with a standing of from eight to eleven years. The special report of Rev. Dr. Marling, who examined these classes, is herewith appended :

*“To Isaac Lewis Peet, LL.D., Principal, New York Institution for the Instruction of the Deaf and Dumb.*

“MY DEAR SIR :—In response to your invitation, I spent the morning of the 12th inst. with the Male and Female High Classes, while their examinations were in progress. Messrs. J. Hood Wright and A. T. Brown, of the Board of Directors, were also in attendance. The examinations were conducted chiefly by Mr. E. H. Carrier and Miss Ida Montgomery (herself a deaf-mute), the teachers of the respective classes, from whom I received every courtesy and assistance.

“As this was my first visit to the Institution, I was struck with the excellent accommodations provided for the classes, in the spacious, lofty, well-lighted and well-ventilated rooms of the school building.

“With still more satisfaction, I marked the good order and discipline prevailing, and the evident confidence and freedom of the intercourse between the scholars and the teachers. Evidently, the instructors feel a deep personal interest in their classes and their work.

“It is but a general view of the work of such an institution, that can be taken by an examiner from outside in a visit of three hours. The academical standing of the pupils is fitly decided by the regular teaching staff. But some papers written on examination day, and others produced in the regular course of study, were put into my hands, from which, in connection with answers to questions on the spot, a good idea could be formed of the method and range of the teaching and of the progress of the scholars.

“These two High Classes had about fifteen members present in each room, their ages varying from 16 to 21 years, and their periods of instruction from 8 to 11 years. I was hardly prepared to find the course of study so wide and so advanced.

“In the Male Department, the following is the list of studies:

English Composition.—The special work of the year.  
Arithmetic.—Common and Decimal Fractions.

United States History.—Twenty-six Chapters, Eggleston's.  
English History.—Anderson's.  
Medieval Learning and Arts,  
Continental Literature,  
Miscellaneous Questions,  
Historical Questions,  
Moral Science. } Carleton's Cyclopædia.  
Grammatical Symbols.—Peet's Development of the verb.  
Sign Recitation and Speech Recitations.  
Bert's Science Primer.—One hundred and one pages.  
Selections for memorizing from the Bible and from Hymns compiled  
for the use of the pupils by the Principal.  
Lip Reading.  
Drawing.—One hour a week by Miss Le Prince, since her appointment, about four months ago.

“And in the Female Department, these :

History.—Eggleston's History of the United States and its People—  
Chapters I to XIX.  
Primer of Scientific Knowledge.—Paul Bert, Pages 1-115—Man,  
Animals and Plants.  
Arithmetic.—Addition, Subtraction and Multiplication of Fractions.  
Mythology.—A Few Lessons.  
Proverbs.—Reviewed.  
Bible.—St. Matthew V. and VI. Individual selections on the following subjects :—Prayer, Forgiveness, Wisdom, Lying, Purity, Patience, Food, The New Year, Sincerity, Work, Good Friday, Palm Sunday.  
Hymns.—Twenty-Two.  
Articulation.—One hour a day by Mr. Currier.  
Drawing.—One hour a week by Miss Le Prince.  
Cooking.—Four hours a week by Mrs. Gillette.  
Type-writing.—By all.

“These young people suffer from having, ‘Wisdom at one entrance quite shut out.’ In their ‘Town of Mansoul,’ ‘Ear-Gate’ is closed up by a solid wall. And though “Eye-Gate” is very wide open, and the absorption of all that comes that way is wonderfully rapid and ravenous, the work of both teachers and scholars must be constantly impeded by their being confined to one channel for ideas, instead of the two ordinarily possessed. When neither ear nor tongue can give any help, the time and labour required must be almost doubled.

“The attainments made, in spite of these drawbacks, seemed to me very highly creditable to those who impart and to those who receive instruction. In most cases, the *hand-writing* was remarkably good, even under the pressure of examination. So was the *spelling*, and even the *punctuation*. Such papers as had been written beforehand, would compare favorably in the whole style of their composition, with

those of 'hearing people' of the same age. In those written on examination day, there were frequent instances of the quaint and odd terms of expression familiar to those who have to do with deaf-mutes, and of their peculiar use of *prepositions*. But some, even of these answers, were correct and pure, and even graceful in style.

"I wondered the less at the high standard thus reached, when I learned that all the young men had been trained in *type-setting*, and the young women in *type-writing*, occupations peculiarly suited to their condition.

"There seems to be a greater difficulty in mastering studies requiring *abstract thought*, than such as present subjects in a *concrete* form.

"Time failed for any exercises in lip-reading and articulation, and for inspecting the work of the Art Department, or the Industrial Branches that are wisely included in the full course.

"But one deeply interesting feature in the examination was the repetition, in the sign-language, by the whole female High Class in concert, of the hymns, 'Just as I am,' and 'Nearer, my God, to thee!' It is in this way that hymns are used in the regular silent worship of the Institution, with as near an approach as possible to the vocal singing of an ordinary congregation.

"Part of the examination consisted in the writing, from memory, of each scholar's favorite hymn, and the text of Scripture which they specially liked to call to mind. The choices were various, though the beatitudes were most frequently cited. The exactitude of quotation was far above the average of what we hear in the speaking world.

"In illustration of these general remarks, I cite a few of the answers written during the examination.

"One of the 'Letters to the Examiner,' with which the proceedings of the morning opened, read as follows :

DEAR SIR :—We have, as you may well believe, been waiting for the day of our examination, as well as for our vacation, which commences in a few days.

If I recollect right, we began getting ready for our examination when the grass began to turn green and the flowers to open. You have come solely for the purpose of asking questions for us to answer. It is, as every sensible individual under the sun knows, far easier to ask questions than to answer them, you know. Yet we have been studying, and are, therefore, as a rule, expected to be able to answer, with exactness and accuracy, whatever questions you may ask us. If we fail to answer any questions, no one but ourselves will be responsible for it. Everybody, it seems to me, likes to examine but not to be examined.

"On English History a young man gives this answer :

Q.—Give a sketch of Alfred the Great, his reforms, laws, etc., and contrast the condition of the country on his accession, with the condition at his death.

*Ans.*—The most eminent of the Saxon kings was Alfred the Great, who was the most virtuous of all the kings that ever reigned. He was conquered by the Danes, and fled from the victorious invaders to a place of safety in great fear. At length he got up another strong army, and in the disguise of a peasant, boldly walked into the camp of the Danes, and at once his army were upon the Danes, and he gained a complete victory and returned to his home. He improved the laws of the kingdom in a brilliant manner, and founded the University of Oxford, which is one of England's greatest colleges at this time. The condition of the country at this time was good, Alfred ruling with much strictness and severity, and at his death the country was again invaded by the Danes, and there was much disorder. It might have been better had Alfred lived a little longer.

“Under American History, we quote from a member of the Female Class, who proves herself to be by no means “ignorant” :

*Q.*—Could you have had your choice, at what period of the early time in America would you have preferred to live, and why? (From 1492–1776.)

*Ans.*—Between 1774 and 1776, because I could have heard Patrick Henry speaking. If I had lived at that time, perhaps I should not have been a poor ignorant deaf and dumb girl, but I confess I would prefer to live at the present time, and it is better than any from the discovery of America to the great Civil War, because there were not as many good conveniences as at the present time, although a proverb says : “The golden age never was the present age.” But I do not believe that, because the present age is a good time. “Thank the stars” that I did not live at the time of the landing of the Pilgrim Fathers in New England, or during the time of the Revolutionary War. These two times there were plenty of hardships. I should have been afraid if I had lived during the settlement of Jamestown or Plymouth, because perhaps the Indians would have scalped my head. Our forefathers lived in a different world. In this country the people are inventive, because they have to find out how to do things that they have never seen any body do before. I think the Americans are the most inventive people in the world. More inventions of great importance have been made in the life-time of people now living than in all ages before.

“Another thus shows her opinion :

“The golden age” is the present age, the old saw to the contrary, notwithstanding. But if it had been decreed that I must live before the present time, I should have preferred to live in the days when American Independence was born—between 1774 and 1776. It was a time of great events, a time that called forth all that was noblest and best in Americans, and revealed many characters whose greatness and strength were unknown or unappreciated before. I should have wished to hear the reading of that grand old paper, the Declaration of Independence, and have felt my heart burn within me at the thought that we were to have a country of our own and enjoy the blessed



fruits of liberty, equality, fraternity. No one living in that time, who heard those splendid patriots, Patrick Henry, Samuel Adams, Jefferson and others, could have resisted the magnetic influence. Men became *men* and *patriots*. It would have been a joy to assist in the preparations for the struggle, even knowing the cost of it.

However, I am glad and grateful to live in the present time, when art, science, literature, all, are at their highest."

*Q.*—What can you remember of the early colonial life, houses, furniture, food, clothing, means of travel, education, amusements, etc. ?

*Ans.*—Our forefathers knew little of the conveniences of the present day. At first, they lived in rude huts until they had time to build houses. Their implements were poor and scanty, and there was no machinery, so their houses were of logs sometimes split to give a smooth inside. Oiled paper was used in place of glass, and the chinks were filled up as well as possible. Carpets were unknown, even in England, at that time. In the colonies, the floor of the best room was strewn with sand marked out in ornamental figures. Rough benches and tables were used, except in the houses of the rich, who had stately furniture brought from England. Food was brought to the table on wooden trenchers, and blocks of wood served as plates. There were no forks ; meat was cut into pieces with a knife, and as "fingers were made before forks," they were used instead. The food was plain and simple. A mug of home-brewed beer with bread and cheese, formed the breakfast, or a porridge of beans, etc. More beer and spirits were consumed, in proportion to the population, in those days than in these. Weddings and funerals alike were made the occasions of feasting and drinking. The rich people made great display in their costumes, wearing quantities of lace, buckles and embroidery. The workmen wore leather or deer-skin breeches. The linen and wool was all spun and woven by the women, and the spinning wheel was always in use. There were no good roads. Travel on horseback was the common mode of travel, or if easier, by little boats called shallops, or canoes. Schools were few and poor. The colonists had to work hard to live in this new country, and the most that the boys learned was to read, write and cast accounts. The girls seldom learned to read or write, and if they did, they were considered very accomplished. But after a while the means increased, and education became thought of more highly. We read of a college planned for the Indians ! In New England, militia trainings were the chief amusements, besides weddings and occasional festivals, corn-huskings, quilting and apple bees. In the South, horse-racing and cock-fighting were popular. The tastes were not very refined in those days. The laws of New England were very strict, especially those on Sabbath breaking. People were not allowed to go out in the fresh air, except to walk or ride to church on Sunday. Lying, swearing and gossip, were forbidden, and the punishments were severe for these offences. We call these laws of New England the "Blue Laws."

"Under the head of Moral Science, I quote these two answers :

-How can you improve or injure your conscience ?

*Ans.*—By properly using it, I can improve it, but if I improperly use it, I can't improve it, but injure it, of course.

*Q.*—What facts prove that natural religion is defective and insufficient to lead mankind to virtue and happiness?

*Ans.*—One fact; if natural religion were sufficient to lead mankind to virtue and happiness, God would not have made Jesus Christ preach. Jesus' preaching was not of natural religion. Another fact; men often form very different ideas against what is true, while they are never taught the Word of God.

“The following are specimens of what was said on ‘Medieval Learning and Art’:

*Q.*—When did Haroun al Raschid live?

*Ans.*—He lived in the eighth century, and was a contemporary of Charlemagne.

*Q.*—When did the Arabian Nights' Entertainments become known in Europe?

*Ans.*—They were first known under a French translation by M. Galland, 1794, but the best translation is the English one, executed by Dr. Edward Lane, and published in 1839.

*Q.*—Who were the saints of the Middle Ages?

*Ans.*—They were persons distinguished for an ardent spirit of devotion, as well as for their labors as Christian missionaries; for example, St. Augustine, St. Basil, St. Benedict, St. Anthony the Great, St. Martin of Tours, St. Francis of Assissi, and St. Anthony of Padua.

*Q.*—Explain the nature of Astrology.

*Ans.*—It was the delusive art of divining the fortune of individuals from the position of the heavenly bodies at their birth. The term “Astrology,” is from the Greek, and signifies the knowledge of stars.

*Q.*—What nations were believed to be proficient in Astrology.

*Ans.*—The Egyptians, Chinese, Hindus, Chaldeans and the Arabians, from the thirteenth to the fourteenth century.

“In the department of ‘Science,’ a number of admirable papers were written on the human skeleton, but they are too long for quotation. These brief answers must suffice.

*Q.*—What are ligaments?

*Ans.*—They are the small tendons, which connect the muscles to the bones.

*Q.*—How many groups of invertebrates are there, and what are the characteristics of each?

*Ans.*—There are three—Annulates, Mollusks and Zoophytes. The Annulates are animals with bodies formed of rings, such as milipeds, worms and insects.

Mollusks are animals with a shell covering, such as the cray-fish, crab, clam, muscle and oyster.

Zoophytes are animals that resemble plants, and live in the water, such as the star-fish, sponge and jelly-fish.



**Q.**—Into what two great classes are animals divided? To which class do you belong? Why?

**Ans.**—Vertebrates and invertebrates. I belong to vertebrates, because I have bones and red blood.

**Q.**—To which does a worm belong? Why? Name some members of each class.

**Ans.**—Worms belong to the invertebrates, because they have no bones, no “vertebrate,” and no red blood. Beetle, bee, fly, butterfly.

**Q.**—What are the characteristics of birds?

**Ans.**—Birds have a beak, feathers, two legs, two wings, three lids, and two auditory tubes, without external ears. They lay eggs.

**Q.**—What are the characteristics of invertebrates?

**Ans.**—Invertebrates have no bones nor red blood.

**Q.**—Mention some useful insects.

**Ans.**—Bees and silk-worms.

“The young ladies’ answers to the question, ‘Which is your favorite flower?’ are interesting. One says :—

It is hard for me to choose which flower I like best. I think that I love and admire the pansy best of all, because its different colors are beautiful, and its petals are like velvet. It is the emblem of peace. It is often called the “heart’s ease.” There are some books called the “pansy books,” which are named after it.

“But the majority select the rose. Here are some reasons given :—

The rose, the Queen of Flowers, is my choice, for what flower could excel the rose in its exquisite beauty and sweet fragrance? It is the commonest of flowers and the most beautiful. It has a very interesting history. It was consecrated to Venus, and in ancient times was the emblem of joy, and at the festivals of Comus, this god was always crowned with a garland of roses. The rose was also the emblem of silence, and at entertainments in ancient times, a rose pinned against the wall meant that what was said in the room should not go out. Thus came the expression, “under the rose” or “*sub rosa*.” A legend also tells how a rose came to have thorns. One day Cupid saw a bee sipping honey in a rose : he thought he would also sip, but the bee gave him a sting, and going to his mother Venus, he told her his mishap, and Venus determined to avenge her beautiful boy and prevent a similar accident, and she did it by surrounding the rose with thorns. All the poets have immortalized the rose in poetry. I will quote extracts from Scott and Thomas Moore :—

“The rose is fairest when ’tis budding new,  
And hope is brightest when it dawns from fears ;  
The rose is sweetest, washed with morning dew,  
And love is loveliest when embalmed in tears.”

“ ’Tis the last rose of Summer,  
Left blooming alone.”

The rose belongs to the family of *Rosaceæ*, and has five petals,

stamens, pistils, and a calyx. The petals are brilliant red and yellow, pink and white. I prefer the red rose, for it is the most beautiful, I think. In the language of flowers, it is the emblem of love and constancy.

"These two answers are by a member of the male class :—

Q.—How did the science of chemistry originate?

Ans.—It originated in the vain pursuits of the alchemists, who, while engaged in their secret experiments with retorts and crucibles, made many valuable and real chemical discoveries, and founded the science of chemistry.

Q.—What were occult arts?

Ans.—They were hidden or secret arts: the term *occult*, from the Latin, signifies "concealed." The ancients practiced various arts of this kind, such as divination, or fortune-telling, necromancy, alchemy and astrology.

"The imaginary letters written by different young men, in the character of a fellow-colonist with Captain John Smith, in Virginia, were very interesting, as exhibiting the individuality of the writers, and their grasp of the condition of things at that period.

"The exercises in Arithmetic, in both classes, were in general worked out correctly. Two specimens are given, the first from the Male Class, the second from the Female :—

I.

Reduce the following fractions to their lowest terms :

$$1. \frac{36}{84} :— 2 \left| \frac{36}{84} \right| 2 \left| \frac{18}{42} \right| 3 \left| \frac{9}{21} \right| \frac{3}{7} \text{ Ans.}$$

$$2. \frac{811}{1116} = \frac{811}{1116} \text{ Ans.}$$

$$3. \frac{123}{456} :— 3 \left| \frac{123}{456} \right| \frac{41}{152} \text{ Ans.}$$

Reduce to mixed numbers :

$$4. \frac{167}{15} :— 15 \overline{) 167} ( 11 \frac{2}{15} \text{ Ans.}$$

$$\begin{array}{r} 15 \\ 167 \\ \hline 15 \\ \hline 17 \\ 15 \\ \hline 2 \end{array}$$

$$5. \frac{617}{161} : - \quad 161 \overline{) 617} \left( 3 \frac{134}{161} \right. \quad \text{Ans.}$$

$$\begin{array}{r} 483 \\ \hline 134 \end{array}$$

$$6. \frac{331}{17} : - \quad 17 \overline{) 331} \left( 19 \frac{8}{17} \right. \quad \text{Ans.}$$

$$\begin{array}{r} 17 \\ \hline 161 \\ 153 \\ \hline 8 \end{array}$$

7. Reduce 19 to a fraction whose denominator shall be 7.

$$\bullet \frac{19 \times 7}{7} = \frac{133}{7} \quad \text{Ans.}$$

## II.

1. A man left his estate to his wife, his three sons and two daughters : to his wife he gave \$10,350, to his sons, \$5,450 apiece, and to his daughters, \$3,500 apiece. How much was he worth ?

*Ans.* \$33,700.

2. In a single town \$2,170 are spent daily for candy by school girls. How many schools would this support at \$1,085 each per annum ?

*Ans.* 736 schools.

$$3. \text{ Add } \frac{5}{17} \quad \frac{3}{34} \quad \frac{16}{136} \quad \text{and} \quad \frac{1}{2}. \quad \text{Ans.} \quad \frac{136}{136} = 1$$

$$4. \text{ Subtract } \frac{5}{12} \quad \text{from} \quad \frac{7}{10}. \quad \text{Ans.} \quad \frac{84}{120} = \frac{17}{60}$$

$$5. \text{ Multiply } 12 \quad \text{by} \quad \frac{5}{10}. \quad \text{Ans.} \quad 8 \frac{4}{7}$$

$$9. \text{ Reduce to their lowest common denominator, } \frac{3}{4}, \frac{5}{9}, \frac{7}{8} \quad \text{and} \quad \frac{5}{12}.$$

$$\text{Ans.} \quad \frac{54}{72}, \frac{40}{72}, \frac{63}{72}, \frac{30}{72}.$$

"Special mention is due of a supplemental examination in Physical Geography and Algebra passed by Miss May Martin, in addition to the subjects taken by the whole class. Her answers had great merit.

"It would be easy and interesting to prolong these quotations, but enough have been given to show the quality of the examination papers, and to indicate with what mental furnishing these afflicted young people are sent out into the world.

"When one remembers what a terrible blank, life was to the deaf and dumb up to less than a century ago, the heart is filled with thankfulness and joy in witnessing what has been done for them by the long labor of inventive intellects and Christ-like philanthropy. Their losses are still very great, but their voiceless world is wonderfully brightened by such advantages as are here placed within their reach.

"Many years ago, in Canada, I met with pupils of this Institution who remembered it with warm affection. It has become the parent of many other such schools, and is itself abundantly worthy of the confidence of the people and the support of the Empire State.

"F. H. MARLING."

"NEW YORK, June 17, 1890."

#### ART.

Instruction in drawing was given to every class one hour each week. There were, consequently, under instruction in this department, 218 males and 110 females, the whole number of pupils in the school. Aside from the weekly class work, there were a number of daily pupils who spent three hours each day in the art studio. The work and progress in this branch was examined and approved by Jno. W. Stinson, Esq., Superintendent of the New York Institution for Art Artisans.

#### ARTICULATION AND LIP-READING.

During the year, special attention has been given to Articulation and Lip-Reading, and as will be observed from the schedule of classification, of the 328 pupils under instruction during the year, 312 were instructed in these branches by six teachers. An hour daily was devoted to this exercise in every class in the school. The basis of instruction has been a phonic alphabet, which has been made so familiar by a system specially devised by the Principal, that reading the lips becomes a matter of simple drill on the part of the pupils, who master this alphabet almost as readily as they do the manual alphabet. Many of the pupils have also acquired the ability to articulate not only single letters, but words and short, easy sentences. While all the pupils read the lips with tolerable facility, and many speak more or less distinctly, all have not yet obtained the proficiency which is hoped for, and which it is expected future training may bring. Consider-

able difficulty arises in making pupils comprehend the meaning of words and sentences spoken to them, and it is here that the manual alphabet and signs are a great aid and assistance.

The general result of the examination in this department may be inferred from the following letter of Charles T. Catlin, Esq., who examined a portion of the classes :—

“48 FIRST PLACE, BROOKLYN, N. Y., June 16, 1890.

“MY DEAR DR. PEET:—Let me take this occasion to express the great interest and enjoyment with which I witnessed Miss McAllister's examination of the classes in ‘Articulation’ under her charge.

“The earnestness and thorough fidelity of the teacher were very clearly and admirably brought out in the quick and intelligent responses of the little scholars, and the advance of many of the pupils in the power of vocal expression was marvelous and gratifying.

“I was equally interested in the classes of the higher grades, whose examination I saw in part, and recall with special pleasure the excellent work I witnessed in the class to which Mr. Carrier so kindly invited me.

“I hope Commencement will go off very delightfully for all concerned, and regret exceedingly that I can not be with you.

“Very sincerely,

“CHAS. T. CATLIN.”

## CLOSING EXERCISES.

Commencement Day exercises were held in the chapel on Tuesday, June 17th, at eleven o'clock A.M., before a large and interested audience of directors, teachers and officers of the Institution, and of friends and relatives of the pupils. The following was the

### PROGRAMME :

#### I. PRAYER.

#### II. ADDRESS BY THE FIRST VICE-PRESIDENT, REV. CHAS. A. STODDARD, D.D.

#### III. REPORTS OF COMMITTEES.

1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
2. Special Report on the Examination of the High Class, by REV. F. H. MARLING, D.D.
3. Special Report on the Examination of the Department of Art.
4. Special Report on the Examination of the Primary Department, by REV. ANSON T. COLT.

#### IV. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISAAC LEWIS PEET, LL.D.

1. Salutatory Address, by William Coombs.
2. Time Sketching, by students in the Department of Art.
3. Impromptu compositions on subjects suggested by the audience, by pupils connected with the High Class.

4. Elementary exercises by seven children 9 1-2 months under instruction, including Orris Benson, a blind deaf-mute.
5. Essay, "Nil Desperandum," by Catherine Logue.
6. Dialogue in Signs, between Martin V. Schleich and Herman Lamm.
7. Essay, "What girls ought to learn," by Catherine Keefe.
8. Lip-Reading and Articulation, by semi-mutes.
9. Oral Dialogue, between Johanna Zettel and Edward Rappholdt—deaf from infancy.
10. Portia's Appeal, recited in signs, by Margaret A. Boyd.
11. Hymn, "Nearer, my God, to Thee," in concerted signs, by a choir of girls.
12. Valedictory Oration, by Frederick Willis Baars.

V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS, AND PRIZES.

VI. DOXOLOGY IN CONCERTED SIGNS.

VII. BENEDICTION.

Following the order of the programme, the literary exercises by the pupils were opened by William Coombs with the

#### SALUTATORY ADDRESS.

*Ladies and Gentlemen:*—We, the Class of '90, bid you all welcome to the Institution to-day. Another school year has passed, and we are now called upon to go forth into the world, where the chief aim of our after-life will be to bring into practice what we have learned while here.

Whenever we doubt the possibility of accomplishing any task, we, naturally enough, take but little interest in such performance, but when, through education, what was once considered impossible, is brought to our notice, it becomes more and more within the grasp of our minds, and our interest increases accordingly. Thus has it been with the Institution. When it was established in 1818, it did not receive much encouragement, as it was then generally considered a waste of time to make attempts to educate deaf-mute children. To-day we are gratified at the change of public sentiment, as proven by so large an attendance, and we trust that all those who have come to witness the exercises of our Commencement Day, will be pleased with the evidence of what has been done in spite of physical infirmities. The various steps in the system of instruction of deaf-mutes in vogue at this school will, in a few minutes, be brought to your notice, and after this, we trust you will be able to form a better and more just conception of the silent community. The system, as pursued here, known as the Combined System, is considered the best in the world, and is even more comprehensive than it was seventy-two years ago. Hoping that our closing exercises will excite in you all, a deep interest in the work of the Institution, as the representative of the graduating class, I bid you all a hearty welcome.

This was followed by an essay by Catherine Logue, entitled

### NIL DESPERANDUM.

*Nil Desperandum* is a good and helpful motto for people. It will surely lead us to a successful and prosperous life, if we constantly lean on hope and strive with earnest hearts.

When pain and affliction come to us, we should never let despair overcome us, but march onward with courage and bravery.

Louisa M. Alcott, the brilliant author of "Little Women," was very imaginative, and at sixteen she wrote a book entitled, "Flower Fables," but it was not published till six years later, and, then being florid in style, did not bring her any fame, but she kept on writing, and tried again and again. She would not despair, and this proves clearly that she had great perseverance and worked with a cheerful heart.

The famous poet Milton says: "I would not despair the greatest design that could be attempted."

A celebrated artist, Elizabeth Thompson Butler, while young, studied drawing and painting, in which she took great pleasure. She always rose early that she might hasten to her beloved labor. While she was in England, a painting on which she had worked a long time, was offered to the Royal Academy and rejected, but it did not discourage her. She resolutely went on working steadily, and won remarkable fame by her constant labor and attention to details. Had she not been persevering, she would have given way to despair.

There are quite a number of great men, who, in their youthful days made up their minds to climb up the hill of fame, and refused to give up to *despair*. They succeeded, and their names are glorious.

Abraham Lincoln, when a boy, was poverty stricken, but had a brave heart. He took great pains in doing the best he could, and he embraced every opportunity for reading interesting books, for he was anxious to acquire knowledge, and, deaf as we are, we have not more obstacles in our pathway than he had. He kept on trying, and became the greatest of Americans. In the darkest hours of the Civil War he never gave way to despair, and as a result of his brave hopefulness we are now a glorious and united nation.

When trouble comes, it is better to bear up bravely and strive against misfortune with all our might, than to weakly sit down and bewail our fate.

This world is full of distress and grief which often cause some of the people to despair, and it is a great mistake.

I believe we should all despair if there were no God who shows much love for us. We should hold fast to the faith in our Lord, and if we

trust Him, He will keep us, and we are safe when we are by Him led. At last, when earth's trials are over, we shall dwell with our Saviour forever, and despair shall be conquered at last.

An old writer says, "Never despair of God's blessings here or of his reward hereafter."

When we see our neighbors in distress, or suffering grief, it is our duty to comfort them to the best of our ability, and say kind words to them. It is a blessed thing to say to them, "*Nil Desperandum.*"

Here is a beautiful bit of poetry:

"A sacred burden is the life you bear;  
Look on it, lift it, bear it solemnly,  
Stand up, and walk beneath it steadfastly,  
Fail not for sorrow, falter not for sin,  
But onward, upward, till the goal you win."

---

The next essay was by Catharine Keefe on

#### WHAT GIRLS OUGHT TO LEARN.

"A woman's work is never done," is an old saying. This shows how much we have to learn yet, so that we may live wisely and well and make ourselves useful women.

Cooking is one of the most useful accomplishments, and every girl ought to be a skilful cook. Well cooked food sustains life, and keeps people in good health. We can live without books and many other things, but a civilized man is a cooking animal. All women, even old maids, may sometimes have to take care of children and of the sick. Therefore, they should know how to prepare food. Good food is better than medicine. The best physicians are Dr. Diet, Dr. Quiet and Dr. Merryman, and these are all females.

Every girl should learn all about household duties, so that she can fill her mother's place sometimes, and let her have rest. Girls should try also to brighten their homes by their true affection and loving works, that they may be called "Jewels" or "Queens" of Home. Any girl, no matter how homely, can beautify home by her Christian spirit and loving acts.

Girls should remember that it requires much courage and great patience to undertake and persevere in household work.

It is the desire of every girl of a true womanly nature to be beautiful, and the beauty of the soul is the highest of all. That beauty we may attain by noble thoughts and pure affections of the heart, and kind and self-sacrificing acts. These come from the soul, and a beautiful soul gives a lovely and attractive expression.



Painting is a very beautiful accomplishment for girls, if they have talent for it, so that they can make pictures and many beautiful and useful articles.

Girls should always learn needlework, and this will help to make their homes beautiful and to keep all around comfortable. It is desirable that they should know how to do fancy needlework, which they would enjoy in leisure moments.

In dressmaking, girls should learn, at least, to economize. If they can make beautiful and tasteful garments for themselves, they will save money and be independent of dressmakers.

All these things and many more a girl must learn, but, first of all, she must cultivate her mind and heart, she must be intelligent, sincere and gentle, true and womanly in all her ways.

The girls here can learn all these things. We are deaf, and we cannot hope to be great or famous. Let us all try to be good women, and perform our parts in life as well as we can, so that, at the end, it may be said of each one of us, "She hath done what she could."

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The literary exercises were concluded by the following Essay and Valedictory address by Frederick W. Baars :

#### LIGHT.

The word "light" is passed into English from the Latin word *lux*, and expresses the meaning of illumination, so that things about us can be seen. The most powerful of natural lights is the sun ; it gives everything a pleasant appearance. In Nature, we see what the effect of the great sun is in the production of the beautiful variety of plants, fruits and flowers. Without its light and heat, the earth would be barren and sterile, indeed, and neither men nor animals could live. The light of the moon is lovely, and we enjoy the seasons much, when in its calm beauty, it sails through the heavens, giving to our earth a clear, cool splendor. It is in the country and near the water, where the light of the moon is especially beautiful and enjoyable. What can be more charming on a summer evening than a moonlight sail, or row upon some beautiful lake or river, and for those who are blessed with the gift of hearing, an added charm is in the delightful music which often accompanies those sails. The glory of the heavens is also often made doubly pleasing to us, when to the clear light of the moon is added the canopy of stars of all diversities, shedding their soft, lustrous light over us. As we gaze, wonder and enjoy, surely it should awaken love and gratitude in all hearts to the Great Father, who, though we have sinned against Him, is still so mindful of our comfort,

happiness and health, in giving these beautiful lights to illuminate our pathway through life. He knows the sorrow and trials sin has caused, and has done all that he could to show that he loves us, in giving us so many good things that we forget to appreciate them. It is well for us to stop a moment, and think over a few of the common, everyday blessings, that come so regularly that we are apt to forget to thank Him for them. First, light, warmth, water, vegetables and fruits in their seasons, and of such exquisitely rich flavors. 'The gift of taste is one we scarcely think of, but what would be the enjoyment of the delightful flavors without it? These gifts all follow the great gift of light, and without light we could not enjoy the others, if we had them. There are also other lights about us, of which we may speak, especially the wonderful light of our intellectual or reasoning powers. When we think of what we are in infancy, even more helpless than the animals, how great appears the contrast after intellectual light begins to dawn upon us. When all has been dark, and not understood in childhood, with added years comes the light of reason, bringing us into the light, and making us to comprehend that which in childhood was dark to us. Especially have we in this Institution reason for thankfulness, that our Father in Heaven has given such wisdom and light to our teachers and instructors; that we, as a class who were in deeper darkness than others who have hearing and speech, can be and have been brought into the light, even as those more highly favored than ourselves. The light of reason is that which lifts us above the brute creation, and makes us much more happy than they; and therefore, we should never forget the One who bestowed upon us so rich a blessing. One more light we will speak of, and then we are done. There is a great *spiritual* light given by our Heavenly Father to this world, even His own dear Son, who called himself "the light of the world," and whosoever will follow the light of *His teachings* in His Word, will find more happiness than comes from all the gifts of which we have been speaking, for this great spiritual light will lead us into that glorious, eternal life to come, of which it is written: "And there shall be no night there, and they need no candle, neither light of the sun, for the Lord God giveth them light, and they shall reign forever and ever."

"Come to the Light, 'tis shining for thee;  
Sweetly the Light has dawned upon me:  
Once I was blind, but now I can see;  
The Light of the world is Jesus."

*To the members of the Board of Directors:—*From the founding

of this Institution to the present time, the management has never been, nor ever will be, found to be without merit. We do not know how we can enough express our gratitude for your many and great kindnesses. You have succeeded in governing the Institution so well and wisely that it has been possible to remove from us ignorance, and in its place put somewhat of wisdom, and to bring into life and vigor the happiest sense, that is, the intellectual. We are grateful, indeed, for all that you have done, and we pray that through all future time, your lives may be happy and prosperous. We bid you a most respectful farewell.

*To the Principal, Professors and Teachers:—*At this, the time of our graduation, we will not conceal our sentiments, but delight in saying that you have done your best to make us wiser and better. If we had never come to this Institution, how could we have been made as intelligent as we now are? We cannot understand how you have been so patient in your hard work, in which you have been so enthusiastic, for the sake of making our future lives useful and happy. We shall always remember your unremitting instructions, and before we leave our home here for another in the larger world, where we shall not have any one to depend upon, we wish to present our sincere thanks, and to publicly express our gratitude for all that you have done for us. Farewell.

*To the Superintendent and Officers of the Administrative Department:—*During the time that we have been in this Institution, you have done much to make us comfortable, healthy and happy. Therefore, we really wish you to continue to be successful in your management. The instructors in the respective trades have been capable of teaching us, and so at our graduation many of us have already obtained a good knowledge of a trade, through which we shall be able to earn our own living. We shall not forget you, and your work for us, and we hope the Institution will continue to be as helpful to every one who comes here as a pupil. Farewell.

*Graduating Classmates and Schoolmates:—*As we arrive at the line which comes between our life at school and our life in the world, we are reminded of many pleasant times we have enjoyed together. We earnestly hope that having finished our training, we shall, in spite of a great many hardships and trials, succeed in making our lives as bright as the sun. We should always remember that the Lord, our Heavenly Father, is the rock upon which our character, our usefulness and our happiness are founded. When we enter the world to support ourselves, we must bear in mind our motto of 1890, 'Live and Learn.' Farewell.

The conclusion of the literary programme was followed by the presentation of the certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 17th, 1890.

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**PREAMBLE AND RESOLUTIONS.**

**WHEREAS,** An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose; and,

**WHEREAS,** The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

William Abrams,  
William Calwell,  
John Campbell,  
Samuel M. Cocks,  
John Delaney, Jr.,  
John W. Dittmar,  
Henry A. Greenwald,  
William Gilmore,  
William E. Hawley,  
John Hogan,  
George W. Loos,  
Richard McDonald,  
Josias D. Mendez,

James Meyers,  
James Powers,  
Jacob Scharlin,  
John F. Taplin,  
Mary Branfuhr,  
Lura Day,  
Elva Finch,  
Catharine E. Gartland,  
Josephine Kurtz,  
Nellie Kortright,  
Emma C. Larsson,  
Ellen M. McCatty,  
Cora L. Millard,

Blanche Young,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction; therefore,

*Resolved,* That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved,* That John W. Kidd, the term of whose appointment will expire on September 27, 1890, be, and he is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for four years, to make up the period of five years to which he is entitled as a State pupil.

***Resolved, That***

Wilbur L. Bowers,  
William Coombs,  
David Costuma,  
Martin Glynn,  
William L. Hanson,  
Walter Long,

Frederich H. Knox,  
William Reid,  
Henry G. Thies,  
Mabella S. Fish,  
Daisy Hollister,  
Eliza Knorr,

Amanda Schoonmaker,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

***Resolved, That*** a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

***Resolved, That,*** in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

William Abrams,  
William Calwell,  
John Campbell,  
Samuel M. Cocks,  
John Delaney, Jr.,  
John W. Dittmar,  
William Gilmore,  
Henry A. Greenwald,  
William E. Hawley,  
John Hogan,  
George W. Loos,  
Richard McDonald,  
Josias D. Mendez,

James Meyers,  
James Powers,  
Jacob Scharlin,  
John E. Taplin,  
Mary Branfuhr,  
Lura Day,  
Elva Finch,  
Catherine E. Gartland,  
Nellie Kortright,  
Josephine Kurtz,  
Emma C. Larsson,  
Ellen M. McCatty,  
Cora L. Millard,

Blanche Young.

***Resolved, That*** the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Frederick G. Backhaus,  
Wilbur L. Bowers,  
William Coombs,  
David Costuma,  
Daniel Dugan,

Henry G. Thies.  
Minnie Brown,  
Margaret A. Boyd,  
Margaret Bogatiska,  
Ida M. Devoe,

Martin Glynn,  
Joseph Goreth,  
Patrick J. Gately,  
William L. Hanson,  
Frederick H. Knox,  
Walter Long,  
Richard M. O'Sullivan,  
William Reid,  
Edward Schneider,

Mabelle S. Fish,  
Daisy Hollister,  
Eliza Knorr,  
Annie Rosenberg,  
Catherine Schaefer,  
Amanda Schoonmaker,  
Selina Taylor,  
Margaret Tiedemann,  
Lizzie Wiedemann.

*Resolved*, That certificates for a modified course of supplementary study be awarded to

Charles Kieserwetter,  
William A. Ryckman,

Nellie Austin,  
Eva Freeholder.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

Frederick W. Baars,  
Catherine Keefe,

Nellie Long,  
Catherine Logue.

*Resolved*, That prizes for rapidity and accuracy of type-setting, be awarded as follows :

First prize, to Frederick W. Baars ; Second prize, to Martin Glynn ; Third prize, to Richard R. Tweed.

*Resolved*, That two prizes be given to the pupils of each division for proficiency in their respective trades, viz :—

#### SHOEMAKERS.

Division. I.—First prize, Antoine Wagele ; Second Prize, Louis Somel.

Division. II.—First prize, William Moore ; Second prize, August Falte.

#### CARPENTERS.

Division. I.—First prize, Wilbur L. Bowers ; Second prize, Herman Probst.

Division. II.—First prize, William E. Hawley ; Second prize, Orlando D. Smith.

#### CABINET MAKERS.

Division. I.—First prize, Henry J. Kennedy ; Second prize, William E. Short.

Division. II.—First prize, Joseph Goreth ; Second prize, Robert S. Kerr.

**TAILORS.**

Division. I.—First prize, Charles Seiderer.

Division. II.—First prize, Myar Drasky.

*Resolved*, That the prize for dressmaking, in the Matron's Department, be awarded to Nellie Long.

*Resolved*, That the prize for skill displayed in shirtmaking be conferred upon Catherine E. Gartland.

*Resolved*, That the prize for plain sewing be adjudged to Alice Judge.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :—

Division I.—First prize, Frank Avens ; Second prize, Morris Marks ; Third prize, Leslie G. Marshall.

Division II.—First prize, Samuel M. Cocks ; Second prize, Herman Lamm.

*Resolved*, That the prize provided by the Washington Heights Art Club, for the best drawing by a student under twelve years of age, be awarded to Emil Mayer.

*Resolved*, That the prizes provided and awarded after public competition by the Fanwood Literary Association, be presented, in behalf of that association, as follows :—

First prize for Debate, to William Coombs ; 2d, Henry Bettels ; 3d, Robert E. Maynard ; 4th, Stanley Robinson ; 5th, Charles Kieserwetter ; 6th, John Hogan.

First prize for Essays, to May Martin ; 2d, Christian E. Vernon ; 3d, Mabelle S. Fish.

First prize for Declamation, to Ella F. Taylor ; 2d, Catherine Logue ; 3d, Margaret A. Boyd.

*Resolved*, That the first prize for improvement and scholarship in the first five years' course, be awarded to John Hogan, and the second prize to Doris Streeter.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Amanda Schoonmaker.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Margaret A. Boyd.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to William Coombs.

*Resolved*, That the Cary Testimonial be awarded to Mabella S. Fish, for superiority in scholarship and character.

*Resolved*, That the Alstyne Prize, for general excellence of character and perseverance in well doing, be awarded to Catherine Keefe.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Frederick W. Baars.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Catherine Logue.

All of which is respectfully submitted.

THOMAS GALLAUDET,  
AVERY T. BROWN,  
J. HOOD WRIGHT,

*Committee on the Annual Examination.*





## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frissel, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

REAL ESTATE AND BUILDING FUND.			DR.	CR.
1899.				
October 1.	To balance from old account. ....	284,301 73	By 9 Executive Committee drafts.....	18,592 86
	" legacy of George L. Clapp.....	39,500 00	" Charles J. Burg for B. & M. on 231 W. End Ave.	30,000 00
	" Bond and Mortgage of Chas. J. Burg.....	30,000 00	" Charles R. Gregor " " 53 E. 91st St.	10,000 00
	" Bond and Mortgage of Chas. R. Gregor.....	10,000 00	" Lottie Baumann " " 106 E. 79th St.	10,000 00
	" Bond and Mortgage of Lottie Baumann....	10,000 00	" Insurance for 5 years on \$331,500.....	2,453 50
	" Interest.....	10,631 88	" General Fund for deficit for year.....	7,053 61
		<u>\$394,433 60</u>	" balance to new account.....	246,835 18
1890.		<u>\$394,433 60</u>		<u>\$394,433 60</u>
October 1,	To balance from old account.....	246,835 18		
	Mem: General Fund owes for Advances \$43,330.49			
LIBRARY FUND.				
DR.				CR.
1899.				
October 1.	To balance from old account.....	4,179 46	By Library Committee drafts.....	149 53
	" Interest.....	139 03	" balance to new account.....	4,167 96
		<u>\$4,317 49</u>		<u>\$4,317 49</u>
1890.				
October 1.	To balance from old account.....	4,167 96		

FRIZZELL FUND.		CR.
DR.		
1889.		
October 1.	To balance from old account.....	8,072 00
	" interest	108 32
		<u>\$8,175 32</u>
1890.		
October 1.	To balance from old account.....	3,175 32
		<u>\$8,175 32</u>
	By balance to new account.....	3,175 32
		<u>\$8,175 32</u>

HARRIET STONER FUND.		CR.
DR.		
1889.		
October 1.	To balance from old account.....	181 59
	" interest	6 88
		<u>\$187 97</u>
1890.		
October 1.	To balance from old account.....	187 97
		<u>\$187 97</u>
	By balance to new account... ..	187 97
		<u>\$187 97</u>

CARY FUND.		CR.
DR.		
1889.		
October 1.	To balance from old account.....	124 73
	" interest	4 87
		<u>\$129 15</u>
1890.		
October 1.	To balance from old account.....	129 15
		<u>\$129 15</u>
	By balance to new account.....	129 15
		<u>\$129 15</u>

RECAPITULATION.

Real Estate and Building Fund.....	246,835 13	Cash in N. Y. Life Insurance and Trust Co.....	17,870 22
Library Fund .....	4,167 96	" United States Trust Co.....	458 54
Frizzell Fund.....	8,175 83	" Merchants' National Bank .....	958 87
Harriet Stoner Fund.....	187 97	" Inst. for Savings of Merchants Clerks.....	5,241 45
Cary Fund.....	120 15	" Seamen's Bank for Savings .....	2,418 95
		Bonds and Mortgages.....	227,037 50
	\$253,985 53		\$253,985 53

STATE OF NEW YORK, }  
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 27th }  
day of October, 1890.

WILLIAM H. ROCKWOOD,  
Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS,

## Report of the Superintendent.

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*To the Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

**GENTLEMEN :—**The fiscal year of the Institution ending September 30th, 1890, marks the seventy-second of its corporate existence—years fraught with incalculable blessings to the deaf of the State.

Great, however, as are the advantages afforded them by the liberality of the State and the co-operation of the wise and generous management of her Institutions, many of those whose terms as pupils have not expired, and whose education is far from complete, with the consent or desire of their parents, are absent from school. A few of the number are earning a trifle, while others are alternating between work and idleness, exposed to all the evils to which this course of life must ultimately lead. This state of things, which is by no means confined to this Institution or State, is one of the saddest the Institutions for the deaf are called upon to combat, and yet they seem to be powerless to overcome the evil, so long as parents are disposed to cater to the whims of their children, in allowing them to leave school whenever they may choose to do so. The difficulty attending their original entry is slight, as compared with the effort necessary to keep them at school.

For example, a father makes application for the admission of his son. The necessary papers are in due time executed and the boy is admitted. During the first year or two, the father and friends are agreeably surprised at the progress made, and for a time all goes well. As the boy develops strength and intelligence, he is put to a trade, and for a year or more his progress in this direction is satisfactory. Matters move smoothly, the lad is happy as his mind unfolds, and he begins to look forward to the time when he shall have mastered his trade and become a thorough mechanic. When this stage is reached,

we, too, venture to indulge the hope that we have this particular boy in a fair way of following his calling to the satisfactory completion of his studies. Vacation comes, and the lad goes home to spend that period with his friends. The fall term opens, many of the pupils are late in returning, and among the tardy ones is our boy whom we have cautioned so emphatically to return promptly at the time specified. We write to the father, but get no response ; we write again, with like result. By this time we begin to suspect something wrong, and by diligent inquiry we finally learn that our boy will not return to school. We continue the inquiry, and find that during the summer a Mr. A——, a carpenter in the boy's neighborhood, finding that the lad had a fair knowledge of the use of tools (which was really as far as he had progressed), bargains with the father for the services of the boy for a few shillings per day, with the promise of increased remuneration according to his progress and ability. It is consistent with ordinary reasoning, to assume that this man, who was dickering for those services, knew, as every sensible man must know, that this boy, under those circumstances, would make at most but slight improvement, and would be likely to advance but little if any beyond the stage he had reached at school, for the simple reason that his fellow workmen could not give him the instruction necessary, having no means of readily communicating with him, and yet for the paltry sum per diem, the unwise parent, who possibly means well, assents to an arrangement that destines his boy to a life of drudgery, shuts him out completely from the acquisition of that knowledge, which to him would be invaluable, throws him upon the community half-educated, without proper means of support, with the ultimate probability that he will become a charge upon his friends or the community in which he lives. His name is dropped from the books of the Institution ; and so we go on year after year, receiving and discharging pupils, with examples like this at every turn, with variations of course, but in result identical, until patience and forbearance are well nigh exhausted, our numbers are depleted, and not unfrequently the Institution is unjustly criticised for turning out pupils so poorly equipped to cope with the trials and conditions of life by which they find themselves surrounded.

This evil has come to be so positive in its character and damaging in its effect upon scores of our young men and women, that we feel that it should be emphasized whenever opportunity offers.

By reference to the report of Dr. Alexander, our attending Physician, it will be seen that with the exception of an epidemic of influenza during the fall months, and of measles in the month of January last, the health of the inmates has been generally good, no death having occurred at the Institution among its officers or pupils.

**SUMMARY**

of pupils connected with the Institution for the year ending September 30th, 1890.

	Males.	Females.	Total.
Number present October, 1889.....	196	100	296
Former pupils re-admitted.....	8	4	12
New pupils admitted.....	30	12	42
Whole number.....	234	116	350
Number who have left during the year.....	24	16	40
Number connected with the Institution, September 30th, 1890.....	210	100	310

By the foregoing table, it appears that 350 pupils have been present within the year. Of this number, 234 were males, and 116 were females, who were supported as follows :

By the State of New York, . . . . .	235
By the Counties of New York, . . . . .	91
By the State and Counties, . . . . .	18
By Parents and Guardians, . . . . .	5
By the Institution, . . . . .	1
Total . . . . .	350

A complete catalogue of the pupils has been prepared, and is herewith submitted.

The principal event of the year was the holding at this Institution of the Twelfth Convention of the Instructors of the Deaf, and the First International Convention in America.

The Convention opened on Saturday, August 23d, and adjourned on Thursday, the 28th.

There were in attendance 346 delegates, of whom 240 were regular, and 106 honorary members.

Besides these, many others were present, consisting largely of former graduates of the Institution, who were also entertained, so that the average daily attendance was upward of 500—probably a larger number than at any similar gathering in this country.

In regard to the arrangements made for the comfort and convenience of the large assembly, for which your Board had so generously provided by special appropriation, I believe that I voice the general sentiment as expressed by many of the visiting delegation, when I say that they were satisfactory in every particular. While the labor and expense were great, we have the satisfaction of knowing that the result was in all respects creditable to the great State we represent and the time-honored Institution at which the convention was held.

**REPAIRS AND IMPROVEMENTS.**

The usual annual repairs, involving mason and carpenter work, pipe-fitting and alterations, kalsomining and painting, plumbing, mattress-making, etc., were accomplished during the months of June, July and August. In addition to this, a very large amount of extraordinary work was done, for which a special appropriation was made by your Board. The work may be summarized as follows :

The interior woodwork of the large water closet in court-yard adjoining the south wing, was removed, and the brick walls were thoroughly cleansed ; a ventilating skylight was placed in the centre of the roof ; the earth underneath the old flooring was removed to the depth of three feet, and clean, fresh soil substituted ; a concrete floor of broken stone and cement was laid, finished by a top layer of asphaltum.

A new brick closet (19x14) was built in the courtyard adjoining the north wing for the boys' use ; a ventilating sky-light placed in roof, and a floor of concrete and asphalt was laid similar to that in the south court.

The two were furnished respectively with an 8 and 12 person "Parson's Patent Trough Water Closet," with automatic periodic flush tank. In addition, the boys' closet was furnished with slate urinal, 18 ft. 6 in. in length.

Four new water closets were placed in north wing ; two new water closets were placed in south wing ; three new water closets were placed in School building ; seven 6-ft. enameled iron bath tubs were placed in basement of the south wing ; one 6-ft. enameled iron bath tub was placed in the hospital, main building ; sixteen wash basins were put up for temporary use during the convention.

The plumbing thus distributed over the buildings, involved much cutting of walls, and a large amount of of carpenter's work to enclose pipes and apparatus, to secure the same from injury, and to give a finished appearance when completed.

Seventeen thousand feet of hard maple and Georgia pine flooring were laid in dormitories and basements.

The retaining wall, begun last year along the east boundary of the Fort Washington Ridge Road was completed, upon which has been constructed a sodded terrace of some twenty feet in height, which removes the ragged looking bank left by the deep cut through the grounds.

Eighty lineal feet of retaining wall were also laid on the west line of the Ridge Road.

Two thousand six hundred and thirty-five lineal feet of new picket fence were built, upon which two coats of paint were applied.



One thousand six hundred and seventy feet of picket fence were repaired or rebuilt, which also received two coats of paint.

The brick walls and arches inclosing three of our steam boilers were taken down, the boilers levelled, and new walls and arches built up from the foundations.

Our iron bedsteads having, from long use, become bent and twisted and generally out of order, were thoroughly overhauled, straightened, mended where broken, bolts, rods and rivets being supplied where wanting, and the whole painted a uniform color. A radical change in the character of our beds was also made, by discarding the ancient straw bed, and substituting therefor a woven-wire spring. This, with a good moss mattress, makes a wholesome and comfortable couch, and the improvement in this direction is heartily appreciated by all. The change thus made, involved the purchase of some three hundred wire mattresses, but under the old arrangement, the purchase of new straw amounted to nearly one hundred dollars annually, so that the cost of the new mattresses will, in a few years, be saved in the item of straw alone, to say nothing of the comfort assured by the new arrangement.

Five natural-oak study tables have been added to those previously furnished the girls' sitting room, thus securing uniformity of appearance to all parts of the room.

One hundred and eighty tons of Tompkin's Cove blue stone gravel was spread upon our roadway, from the 11th Avenue entrance to the front of the main building, giving the entrance a clean, tidy appearance, besides aiding materially in holding the road bed in place against the encroachment of the fall and winter rains, which usually play havoc with our side hill roads.

#### FINANCIAL.

All moneys due the Institution, from counties or individuals, for the current year, were, with two or three exceptions, collected and paid into the treasury.

The balances against two of the counties have been carried forward to the new year.

The quarterly bills for the board and tuition of State pupils have been, as usual, rendered and collected by the treasurer direct.

Quarterly detailed statements by the treasurer, of expenditures and receipts, have been transmitted to the State Comptroller at Albany.

The expenditures for the year, as shown by the treasurer's account,

exclusive of special appropriation made by the Board for extraordinary repairs and improvements, were.....\$98,684 10

The total current receipts for the same period were..... 91,630 49

Leaving a deficit of.....\$7,053 61

which has been paid from the Real Estate and Building Fund.

This deficit is chargeable directly to the decrease in the number of our pupils, which, as a matter of course, affects correspondingly our receipts. These, for the past year were four thousand dollars less than the previous year, and nearly eight thousand less than they were five years ago.

Our expenditures the past year, independent of extraordinary amounts, for which special appropriations were made, as compared with previous year, were three thousand dollars less, and with those of five years ago some, five thousand dollars less.

While we are able in certain directions to curtail expenses, as our numbers diminish, in others we are not. It is true our groceries and provisions account, responds in ratio to our reduction in number, yet the same number of teachers are required. Our fuel and light, building and repairs, the running of our industrial plants, our contingent account, etc., etc., require much the same outlay, be our number three hundred or four hundred, yet a falling off in our numbers in a single year of even a score of pupils, involves a decrease in our receipts of several thousand dollars.

For the purpose of illustration, the following table of receipts and expenditures for the past five years is appended :

	For the year ending Sept. 30, 1886.	For the year ending Sept. 30, 1887.	For the year ending Sept. 30, 1888.	For the year ending Sept. 30, 1889.	For the year ending Sept. 30, 1890.
Receipts.....	\$109,436 54	\$102,668 42	\$100,893 63	\$95,832 94	\$91,630 49
Expenditures..	104,183 66	104,100 46	105,541 86	101,831 12	98,684 10

#### INDUSTRIAL.

The opportunities for industrial training afforded by the Institution to the deaf of the State, are coming to be more thoroughly appreciated. Scores of former pupils are bearing testimony to the fact, that here they formed habits of industry and of thrift, which have proven a wonderful help in aiding them to successful endeavor. Here, though deprived of hearing and of speech, they may learn one of several trades, and by proper application may learn that trade well.

Meanwhile, in the alternate hours, they are reaping educational advantages in that knowledge so essential to the formation of character which bids fair to dominate their whole after life.

No special changes have taken place in our industrial department for boys since the last annual report, the same trades having been taught, *viz.*: Printing, shoemaking, cabinet-making, carpentering, tailoring and gardening.

In addition to dressmaking, shirt-making and plain sewing for girls, a class in cooking was formed during the last term, under the instruction of Mrs. Alice D. Gillette, with Miss L. C. Rice as interpreter.

For the accommodation of the class, a large room in the basement of main building was fitted up with range, tables and fixtures, which seems well adapted to the purpose.

Mrs. Gillette came to us very highly recommended, and her success in initiating the class in the art of plain cooking, upon economical principles, gave abundant evidence that she was thoroughly fitted for the task assumed. She has been engaged for the new term, and there is no question that the girls who will come under her instruction, will be greatly benefitted in their equipment for home duties, when their school days shall have terminated.

As we scan the outlook for the majority of our pupils, we cannot avoid the conclusion, that the experience and practical training afforded them by this Institution, will have a good and lasting effect upon their whole after life.

In assigning pupils to their duties in either of the several industries, due weight is given to the wishes of the parents and the inclination of the pupils themselves.

Three hours per day are devoted to industrial work, the balance of the day being divided between the class-room and recreation. The time thus adjusted passes pleasantly, is free from monotony, and our pupils, in the main, seem to appreciate the efforts made for their comfort and advancement. There is, however, one subject in this connection, which I beg leave to bring to your notice, and for which I bespeak your careful consideration—*viz.*, a gymnasium for our boys. I am aware that this suggestion is not new, but it is none the less true that something of this kind is seriously needed, and should be provided, whenever practicable, particularly since our grounds have been so contracted by the opening of new avenues through the property, that there is not an acre of available ground on the premises west of the Boulevard, where the boys can indulge in games such as their young blood craves or their youthful propensities need in the development of their physical natures.

A step in this direction would tend to quiet the unrest felt by our

boys during the hours of recreation, and would remove the desire to seek exercise and amusement outside of the Institution grounds, where temptation of a damaging character besets them on every hand.

Inasmuch as our various industries are conducted solely for educational purposes and not for profit, in tabulating the work accomplished, therefore, the values given are stated simply to indicate the character and amount of work done, without reference to pecuniary results.

The record for the year in the several branches of industrial work may be tabulated as follows:—

#### PRINTING.

Edwin A. Hodgson, Instructor ; number of boys employed, twenty-eight, ranging from fifteen to twenty-three years of age.

While according due recognition to the fact that all so-called manual training has a beneficial and enlightening effect upon the minds of the pupils, in no department is the mental development and accumulation of useful knowledge more marked than among the pupils of this department. The variety of business forms, and the phrases incident to correct commercial usage, that are engrafted into the mind by repeated practice in printing bill-heads, receipts, letter-heads, announcements, etc., have a very important bearing upon the education of the pupils. Then there is the constant practice in language, the daily acquisition of new words, and the grammatical construction of sentences, which composition of ordinary reading matter affords, while bringing before the eye and presenting to the comprehension of the individual, innumerable facts concerning the outside world, in which he is eventually to become a recognized factor. Aside from the mental development and moral discipline which his training conduces to perfect, the manual skill and dexterity that is to enable him to take rank among the followers of the craft, is cultivated to the highest possible degree.

This year the pupils in the printing office have turned out many creditable specimens of typography, among which were two pamphlet reprints on branches of medical science, a four-page religious monthly, a weekly newspaper for the deaf, a small book of selected hymns for the use of the school, our annual report, a portion of the library catalogue, a variety of job work for outside parties, as well as the printing necessary to the conduct of the different departments of the Institution.

Value of work done for the Institution.....	\$ 688 95
Custom work (cash received).....	1,244 00
	<hr/>
	\$1,927 95.

**SHOEMAKING.**

John Lechthaler, Instructor ; number of boys employed, twenty-one, ranging from thirteen to twenty-two years of age.

Number of shoes made, 495 prs. Value.....	\$1,801 85
Number of shoes repaired, 961 prs. Value . . . . .	679 81
Custom work (cash received).....	19 05
	<hr/>
	\$2,000 71

**CARPENTERING.**

Edward Clearwater, Instructor ; number of boys employed, twenty, ranging from fourteen to twenty-one years of age.

Value of work done.....	\$1,848 75
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**CABINETMAKING, WOOD CARVING & CHAIR CANING.**

C. Henry Intemann, Instructor ; number of boys employed, thirty, ranging from eleven to twenty-five years of age.

Value of work done for the Institution.....	\$1,259 68
Custom work (cash received).....	63 40
	<hr/>
	\$1,323 08

**TAILORING.**

J. Branagan, Instructor ; number of pupils employed, fifteen boys and eleven girls, ranging from twelve to twenty-four years of age.

Number of coats and jackets made, 204. Value.....	\$254 72
Number of pants made, 259. Value.....	777 00
Number of vests made, 145. Value... . . . .	258 75
Number of mattress ticks, 135. Value.....	40 50
	<hr/>
	\$2,025 97

**GARDENING.**

Albert Metzger, Instructor ; number of boys employed during the summer, eight, from twelve to eighteen years of age. During the winter months, these boys are assigned to the different shops.

Value of produce furnished the Institution.....	\$3,400 20
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**SUMMARY OF ATTENDANCE DURING THE YEAR.**

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	28		28
Shoemaking.....	21		21
Carpentering.....	20		20
Cabinetmaking.....	30		30
Tailoring.....	15	11	26
Gardening.....	8		8
Dressmaking.....		24	24
Shirt Making.....		16	16
Plain Sewing.....		36	36
Total.....	122	87	209

That a majority of our pupils, male and female, were under instruction in the several industries during the year, may be seen by the foregoing table.

In addition to their work as classified above, each of the larger girls is required to assist in household duties during alternate weeks, to the extent of one hour per day, that they may become familiar with the duties peculiar to general housekeeping.

The younger pupils, not classified above, have no regular work assigned them, but usually alternate between school and recreation.

**ACKNOWLEDGMENTS.**

We are indebted to the Peoples Line of Steamers, for tickets at half fare, for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils of the Institution, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for pupils and officers attending the American Institute Fair.

To Mark Williams, M.D., for a donation of one hundred and fifty dollars.

To Geo. A. Dockstader, for a donation of one hundred dollars.

Respectfully submitted,

**CHAUNCEY N. BRAINERD,**

*Superintendent.*

**NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1890.**

*Report of the New York Institution for the*  
**ATTENDING PHYSICIAN'S REPORT.**

FOR THE YEAR ENDING SEPTEMBER 30, 1890.

*To the President and Board of Directors of the New York Institution  
for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—During the first three months of the past year, Epidemic Influenza prevailed among the pupils. In the majority of the cases, the disease assumed the Catarrhal, in the minority, the Neurotic type.

It was followed in January by Measles. For the treatment of the cases of this disease, the Cottage Hospital was opened and a trained nurse engaged.

One boy developed Acute Miliary Tuberculosis in May. He recovered sufficiently to return to his home.

One case of Chronic Bright's Disease, following Caries of the Spine of several years' standing, and one of Necrosis of the bone of the arm, the result of hereditary Syphilis, are still under treatment.

With these exceptions, the health of the pupils has been good, and there have been no deaths among them.

A list of the names of the principal diseases treated and the number of cases of each is appended.

DISEASES.	Cases.
Bright's Disease (chronic).....	1
Bronchitis.....	6
Cyst of lower Lip.....	1
Eczema.....	3
Erysipelas (facial).....	2
Fever (remittent).....	16
German Measles.....	3
Influenza (epidemic).....	70
Injuries (contusions, burns, etc.).....	4
Measles.....	39
Rheumatism.....	2
Ringworm of Scalp.....	7
Tuberculosis (acute miliary).....	1
Total.....	155

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.

REPORT OF OPHTHALMOLOGIST AND OTOLOGIST.

NEW YORK, October 1st, 1890.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—With the beginning of another fiscal year at the Institution, I take pleasure in calling the attention of your honorable body to the favorable condition found to exist in these departments, which is due in no small degree to the advantages that have accrued to the pupils as the result of your liberality in providing them with the most improved sanitary surroundings.

Prior to the past year or two, the possibility of contagion, especially as related to communicable diseases of the eye, was largely in excess of the probability of non-infection, but is now reduced to a minimum, both theoretically and practically, as is witnessed by a reduction of over twenty-five per cent of eyelid troubles since the inauguration of the individual hand-towel system now in vogue.

In this connection I would call your attention to my report of last year, in which reference is made to the ill effects upon such pupils as pass their vacation periods in the tenement house districts. Each new school term witnesses the return of a number to the hospital with a recurrence of eyelid trouble that was cured during the previous term, thus showing most conclusively that their hygienic surroundings while away from the Institution are such as to again establish a condition that has been most thoroughly and effectually combatted.

No epidemic nor unusual casualty has afflicted the pupils during the past year, for which all should be profoundly thankful.

Below is appended a list of diseases treated and operations performed.

DISEASE.	No.	TREATMENT, ETC.	No.
Conjunctivitis.....	7	{ Cured.....	5
		{ Continued under treatment...	2
Phlyctenular do.....	8	Cured.....	3
Dacryo-cystitis.....	2	Cured by operation.....	2
Hypermetropia.....	2	Provided with glasses.....	2
Iritis, Syphilitic.....	1	Cured.....	1
Myopia.....	3	Provided with glasses.....	3
Post-Synechia.....	1	Under treatment.....	1
Phthisis Bulbi.....	2	Enucleated.....	1

Very respectfully,

F. C. RILEY.



# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1890.

## MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Alonzo, Romon, Jr.....	Brooklyn.....	Kings.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Bachmann, Frederick.....	New York.....	New York.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Belch, James.....	Brooklyn.....	Kings.
Benson, Orris.....	Grahamville.....	Sullivan.
Bestinatt, Morris.....	New York.....	New York.
Bettels, Henry.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Block, Charles.....	New York.....	New York.
Bohmeler, George.....	Maspeth.....	Queens.
Bowers, Wilbur L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brady, Daniel.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Burke, James.....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.

Name.	Town.	County.
Burland, Nicholas.....	Hurley. ....	Ulster.
Burt, David.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Campbell, John.....	Troy.....	Rensselaer.
Carr, George W.....	Urbana.....	Steuben.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry .....	New York.....	New York.
Coombs, William.....	New York... ..	New York.
Costuma, David.....	New York.....	New York.
Daly, Thomas.....	New York... ..	New York.
Delaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dingman, Stafford .....	Phoenix.....	Oswego.
Dittmar, John W.....	New York.....	New York.
Doody, Thomas.....	Albany.....	Albany.
Drasky, Myar.....	Schenectady.....	Schenectady.
Dugan, Daniel.....	Brooklyn.....	Kings.
Dyer, Samuel J., Jr.....	Brooklyn.....	Kings.
Elflein, John A.....	Roxbury.....	Delaware.
Elliot, Michael.....	New York.....	New York.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Erdman, Gustave.....	New York.....	New York.
Fallon, Terry.....	Fishkill.....	Dutchess.
Falte, August.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Federman, Isaac.....	New York.....	New York.
Ferguson, George, Jr.....	Brooklyn.....	Kings.
Fried, Max.....	New York.....	New York.
Gaffney, James.....	Brooklyn.....	Kings.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Gilmore, William.....	New York.....	New York.
Glosque, Peter....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Gompers, Solomon A.....	Brooklyn.....	Kings.
Goreth, Joseph.....	Wallkill.....	Orange.
Greenlaw, William J.....	New York.....	New York.
Greenwald, Henry A.....	New York.....	New York.
Gurnee, William.....	Wallkill.....	Orange.
Hackett, William H.....	New York.....	New York.

Name.	Town.	County.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hannon, Stephen.....	Kingston.....	Ulster.
Hanson, William.....	New York.....	New York.
Hartnett, Dennis.....	New York.....	New York.
Hatowsky, Louis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Heertt, Herman.....	New York.....	New York.
Hefferman, William.....	Brooklyn.....	Kings.
Herrmann, Louis.....	New York.....	New York.
Hofstatter, Samuel.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Howard, Edmund.....	Brooklyn.....	Kings.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Isaacs, Benjamin.....	New York.....	New York.
Isbell, Chester M.....	New York.....	New York.
Isquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiser, John.....	New York.....	New York.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
Kidd, John W.....	Kingston.....	Ulster.
Kiernan, Peter J.....	New York.....	New York.
King, Frederick G.....	New York.....	New York.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Kniffen, Hermann L.....	Middletown.....	Orange.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lamprecht, William.....	New York.....	New York.
Landre, Herman.....	New York.....	New York.
Lane, Willard A.....	New York.....	New York.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.

Name.	Town.	County.
Lehmer, Charles.....	New York.....	New York.
Lent, Otis H.....	Elmira.....	Chemung.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, Daniel F., Jr.....	New York.....	New York.
Lynch, William.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McDonald, George B.....	Brooklyn.....	Kings.
McDonald, Richard.....	New York.....	New York.
McEvoy, John J.....	Fishkill.....	Dutchess.
McFarlane, Robert.....	Brooklyn.....	Kings.
McMickle, Frank H.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
Marks, Morris.....	New York.....	New York.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Massack, Victor Hugo.....	Brooklyn.....	Kings.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
Mendelsohn, Henry.....	New York.....	New York.
Mendez, Josias D.....	New York.....	New York.
Meyers, James.....	Brooklyn.....	Kings.
Mitchell, Peter, Jr.....	New York.....	New York.
Moeslein, Eugene.....	New York.....	New York.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morgan, Frank.....	Binghamton.....	Broome.
Morrison, Matthew H., Jr...	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Neal, William S.....	Bloomsburg.....	Pennsylvania.
Niedleman, Harry.....	New York.....	New York.
Nuszek, Joseph.....	New York.....	New York.
O'Brien, Daniel.....	New York.....	New York.
O'Brien, John E.....	New York.....	New York.
O'Neill, John.....	Brooklyn.....	Kings.
O'Neill, Peter.....	Brooklyn.....	Kings.
O'Sullivan, Richard M.....	New York.....	New York.

Name.	Town.	County.
Ogle, James.....	Newburgh.....	Orange.
Pace, Henry F. M.....	New York.....	New York.
Paul, Andrew.....	Brooklyn.....	Kings.
Peterson, Herman A.....	Brooklyn.....	Kings.
Piccard, Francis.....	Albany.....	Albany.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Piggott, John C.....	N. Tarrytown.....	Westchester.
Pitt, William J.....	Haverstraw.....	Rockland.
Postlethwaite, William D...	New York.....	New York.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York.....	New York.
Probst, Herman.....	New York.....	New York.
Rappholdt, Edward.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Resue, Wesley.....	Olive.....	Ulster.
Riley, James.....	Brooklyn.....	Kings.
Robinson, Stanley.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Ryckman, William A.....	New York.....	New York.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Satow, Frederick.....	New York.....	New York.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Schreiner, Conrad.....	Sand Lake.....	Rensselaer.
Schroeder, Hans W.....	New York.....	New York.
Seiderer, Charles.....	Hudson.....	Columbia.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Sigal, Beril.....	Brooklyn.....	Kings.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Benjamin.....	New York.....	New York.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Everard.....	Hempstead.....	Queens.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamville.....	Sullivan.

Name.	Town.	County.
Solomon, Isra Leo.....	New York.....	New York.
Somel, Louis.....	New York.....	New York.
Sorenson, John.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.
Taplin, John E.....	Brooklyn.....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thies, Henry G.....	New York.....	New York.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Tibner, Ulysses G.....	Brooklyn.....	Kings.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Utrazanka, Charles.....	Newburgh.....	Orange.
Van Seggar, John H.....	New Lots.....	Kings.
Vernon, Christian E.....	New York.....	New York.
Vincent, Alexander B.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn.....	Kings.
Watson, William W.....	Yonkers.....	Westchester.
Weinberg, Isaac.....	New York.....	New York.
Werr, Franklin H.....	Bloomsburg.....	Sullivan.
Willis, Henry.....	Brooklyn.....	Kings.
Wilson, James B.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Wink, Frederick.....	New York.....	New York.
Wolk, Israel.....	New York.....	New York.
Wood, Frank J.....	New York.....	New York.
Woolley, Charles E.....	New York.....	New York.
Young, Howell O.....	Yonkers.....	Westchester.
Zerovitch, Harry.....	New York.....	New York.
Zuker, Woelf.....	New York.....	New York.
Zundell, Robert.....	New York.....	New York.
Zundt, Edward.....	Brooklyn.....	Kings.

**FEMALES.**

Andersen, Elisabeth M..... Brooklyn..... Kings.

Name.	Town.	County.
Ogle, James.....	Newburgh.....	Orange.
Pace, Henry F. M.....	New York.....	New York.
Paul, Andrew.....	Brooklyn.....	Kings.
Peterson, Herman A.....	Brooklyn.....	Kings.
Piccard, Francis.....	Albany.....	Albany.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Piggott, John C.....	N. Tarrytown.....	Westchester.
Pitt, William J.....	Haverstraw.....	Rockland.
Postlethwaite, William D...	New York.....	New York.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York... ..	New York.
Probst, Herman.....	New York.....	New York.
Rappholdt, Edward.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Resue, Wesley.....	Olive.....	Ulster.
Riley, James....	Brooklyn.....	Kings.
Robinson, Stanley.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Ryckman, William A.....	New York.....	New York.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Satow, Frederick.....	New York.....	New York.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Schreiner, Conrad.....	Sand Lake.....	Rensselaer.
Schroeder, Hans W.....	New York.....	New York.
Seiderer, Charles.....	Hudson.....	Columbia.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Sigal, Beril.....	Brooklyn.....	Kings.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Benjamin.....	New York.....	New York.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Everard.....	Hempstead.....	Queens.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamville.....	Sullivan.

Name.	Town.	County.
Solomon, Isra Leo.....	New York.....	New York.
Somel, Louis.....	New York.....	New York.
Sorenson, John.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.
Taplin, John E.....	Brooklyn.....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thies, Henry G.....	New York.....	New York.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Tibner, Ulysses G.....	Brooklyn.....	Kings.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Utrazanka, Charles.....	Newburgh.....	Orange.
Van Seggar, John H.....	New Lots.....	Kings.
Vernon, Christian E.....	New York.....	New York.
Vincent, Alexander B.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn.....	Kings.
Watson, William W.....	Yonkers.....	Westchester.
Weinberg, Isaac.....	New York.....	New York.
Werr, Franklin H.....	Bloomsburg.....	Sullivan.
Willis, Henry.....	Brooklyn.....	Kings.
Wilson, James B.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Wink, Frederick.....	New York.....	New York.
Wolk, Israel.....	New York.....	New York.
Wood, Frank J.....	New York.....	New York.
Woolley, Charles E.....	New York.....	New York.
Young, Howell O.....	Yonkers.....	Westchester.
Zerovitch, Harry.....	New York.....	New York.
Zuker, Woelf.....	New York.....	New York.
Zundell, Robert.....	New York.....	New York.
Zundt, Edward.....	Brooklyn.....	Kings.

**FEMALES.**

Anderson, Elizabeth M.....	Brooklyn.....	Kings.
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Name.	Town.	County.
Austin, Nellie.....	Hudson.....	Columbia.
Baker, E. Clarabel.....	Brooklyn.....	Kings.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn.....	Kings.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Brooklyn.....	Kings.
Bogatiska, Margaret.....	New York.....	New York.
Bolender, Jennie.....	Brooklyn.....	Kings.
Bopp, Katie.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.
Byron, Florence M.....	New York.....	New York.
Caddy, Emma F.....	Rondout.....	Ulster.
Cantine, Mary E.....	Kingston.....	Ulster.
Colligan, Lena.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Curci, Francesca.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Dixon, Harriet.....	New York.....	New York.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Echols, Agnes E.....	New York.....	New York.
Faggelo, Marie.....	New York.....	New York.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Freeholder, Eva.....	New York.....	New York.
Gabie, Florence.....	Yonkers.....	Westchester.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburgh.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.

Name.	Town.	County.
Helst, Mary.....	New York.....	New York.
Hemphill, Julia A.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hoenack, Elsa.....	New York.....	New York.
Hoffman, Mary.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Hopfer, Dora.....	Brooklyn.....	Kings.
House, Eliza M.....	Brooklyn.....	Kings.
Hutschinreuter, Hetwich...	New York.....	New York.
Hutton, Nevada C.....	Brooklyn.....	King.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Kempf, Catherine.....	New York.....	New York.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill...	Dutchess.
Kugeler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Landt, Lina.....	New York.....	New York.
Larsson, Emma.....	Stony Point.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Little, Antoinette.....	Newburgh.....	Orange.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn.....	Kings.
Martin, May.....	Riverhead.....	Suffolk.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McGirr, Kate.....	New York.....	New York.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Eunice.....	Gilboa..	Schoharie.
Moore, Anna A.....	Wappinger Falls.....	Dutchess.
Muller, Margaret A.....	New York.....	New York.
Norton, Elizabeth.....	Binghamton.....	Broome.
Ogle, Catherine.....	Newburgh.....	Orange.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Patterson, Grace.....	Tarrytown.....	Westchester.

Name.	Town.	County.
Pearce, Mabel C.....	Kingston.....	Jamaica, B. W. I.
Peter, Christina M.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Quinn, Annie.....	New York.....	New York.
Rapp, Mary E.....	Albany.....	Albany.
Rosenberg, Annie.....	New York.....	New York.
Russell, Agnes.....	Newburgh.....	Orange.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Ulster.
Sherwood, Carmie.....	Phillipsport.....	Sullivan.
Snedden, Kate A.....	New York.....	New York.
Spieles, Katie.....	New York.....	New York.
Starbuck, Annie L.....	Malta.....	Saratoga.
Streeter, Dora.....	Canajoharie.....	Montgomery.
Sturmwind, Sarah.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Van Valkenburg, Carrie B..	Oswego.....	Oswego.
Waidler, Ann L.....	Long Island City.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Welch, Fannie.....	Brooklyn.....	Kings.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.

## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the third Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the third Tuesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and

over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read the lips?
13. Is he cleanly or otherwise in habits?
14. Has he any acute disease, or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision,

eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy, or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had smallpox ?

19. Has he had the scarlet fever ?

20. Has he had the measles ?

21. Has he had the mumps ?

22. Has he had the whooping cough ?

23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?

24. Are there any other cases of deafness in the family, among relatives or ancestors ?

25. What is the name of the father ?

26. Where was he born ?

27. What is the name of the mother ?

28. Where was she born ?

29. What is the name and post-office address of the correspondent ?

30. What is the occupation of the father ?

31. Have either of the parents died ?

32. Has a second connection been formed by marriage ?

33. Were the parents related before their marriage—*e.g.*, cousins ?

34. What are the names and ages of their children ?

35. What is the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?

36. Has he any special mark or peculiarity of appearance ?

37. Color, color of eyes, stature, color of hair ?

38. How long has the applicant lived in the State of New York ?

39. How long in the County above named ?

40. How long have the parents, guardian or nearest relative lived in the State of New York ?

41. How long in the County above named ?

42. By whom is this information given ?

43. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

# **LAWS AND BLANK FORMS.**

## **RELATING TO THE ADMISSION OF PUPILS.**

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### **CHAPTER 325, LAWS OF 1863.**

**As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."**

**PASSED, APRIL 29, 1875.**

*The people of the State of New York, represented in Senate and Assembly, do enact as follows:*

**SECTION 1.** Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or any Institution of the State for the education of deaf-mutes.

**§ 2.** Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the City of Rome, or in any institution in the State for the education of deaf-mutes.

**§ 3.** The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 20, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Contoulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion,



extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution, shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1, of chapter 555, of the laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York: those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, on application, and in those cases in which in his opinion the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 3 This act shall take effect immediately.

**APPLICATION.**

**FOR THE ADMISSION OF COUNTY PUPILS.**

*To be made and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of , } ss.:

.....of the town of..... in said county, hereby certifies that he is the..... of....., a deaf-mute child, residing in said town, and who was born on the....day of .....18..., and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

**CERTIFICATE.**

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, }  
County of , } ss.:

I have this day selected.....of the town of..... county of....., son [or daughter] of....., who was born on the.....day of .....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of .....18 , to the.....day of .....18..., (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of .....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }  
..... of the town of  
..... }

Dated.....18 ..

**APPLICATION****FOR THE ADMISSION OF STATE PUPILS.**

*To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City:*

The undersigned, desiring to procure the admission of.....  
.....as a State Pupil, in the Institution above named for the purpose of receiving the benefits of Education, would submit the following statements of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows :

State,.....County,.....Town or city,.....

*Note.—(Name Street and Number.)*

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardian or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said Institution?

Answer.....

State any other fact, or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 ..

NOTE—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent; state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that ..... is the parent, guardian or relative of applicant above named, and that the above statement signed by ..... is true to the best of..... knowledge and belief.

Sworn to before me this..... }  
day of .....18 . } .....

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

TO THE HONORABLE.....

*Superintendent of Public Instruction, Albany, N. Y.*

The undersigned hereby recommend that the above named applicant,.....be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years,

from.....and that clothing be furnished by  
.....

.....  
Principal or Superintendent.

FORM OF BOND.

Know all men by these presents, that we.....of  
.....in the county of.....and State  
of... .., and.....of.....  
in the county of.....and State of.....are  
held and firmly bound unto....., the treasurer of the New  
York Institution for the Instruction of the Deaf and Dumb, and his  
successor in office in the sum of.....dollars, for  
which payment, well and truly to be made, we bind ourselves, our  
heirs, executors, and administrators, jointly and severally, firmly by  
these presents.

Sealed with our seals. Dated at.....this.....  
day of.....A.D.....

Whereas.....of.....in the county  
of.....and State of.....has  
been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if  
the above named obligors shall well and truly pay, during the con-  
tinuance of the said....., as such pupil, the sum of  
three hundred dollars per annum for.....board and tuition, semi-  
annually in advance, and shall also pay in advance the sum of fifty  
dollars a year for clothing, and shall also pay on demand all sums  
charged to the account of said.....for money or necessary  
articles furnished to said.....; and shall also pay interest  
on each bill, from and after the time it shall become due, then this  
obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
presence of }

..... [L. S.]

..... [L. S.]

.....

.....

## SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue and Kingsbridge Road, near One Hundred and Sixty-Third Street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth Street, to One Hundred and Sixty-Second Street on Tenth Avenue.

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## PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz: At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the third Tuesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

---

## FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

EPHRAIM HOLBROOK,	SETH GROSVENOR,
WILLIAM DENNISTOUN,	SIMON V. SICKLES,
ELIZABETH DEMILT,	THOMAS C. CHARDAVOYNE,
MADAME ELIZA JUMEL,	JAMES ANDERSON,
SARAH STAKE,	THOMAS FRIZZELL THOMPSON,
SARAH DEMILT,	THOMAS RILEY,
JOHN NOBLE,	JAMES N. COBB,
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SAMUEL S. HOWLAND,	ROBERT C. GOODHUE,
THOMAS EDDY,	DANIEL MARLEY,
BENJ. F. WHEELWRIGHT,	ELIZA MOTT,
MARIA M. HOBBY,	SAMUEL WILLETTTS,
BENJAMIN ABRAMS,	JAMES KELLY,
JOHN ALSTYNE,	LEONA L. BOLLES.

SEVENTY-THIRD ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

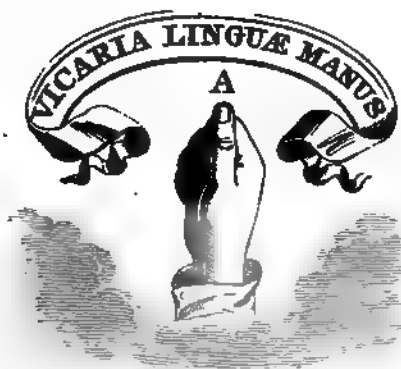
FOR THE

Instruction of the Deaf and Dumb.

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1891.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1892.



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**SEVENTY-THIRD ANNUAL REPORT**  
**AND**  
**DOCUMENTS**  
**OF THE**  
**New York Institution**  
**FOR THE**  
**Instruction of the Deaf and Dumb,**  
**TO THE**  
**LEGISLATURE OF THE STATE OF NEW YORK,**  
**For the Year 1891.**

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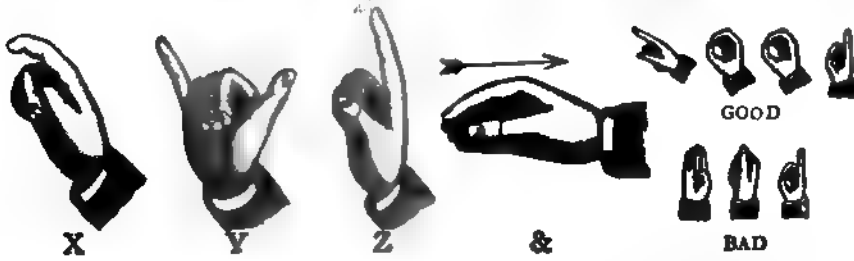
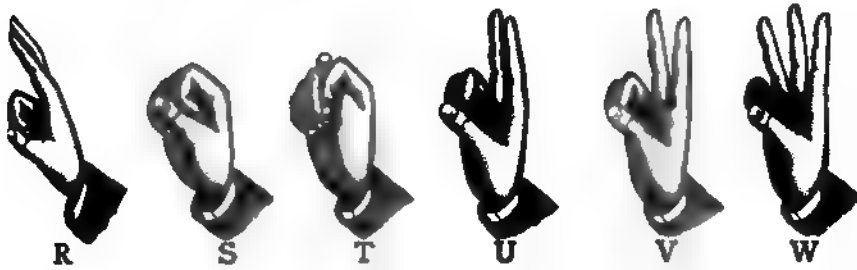
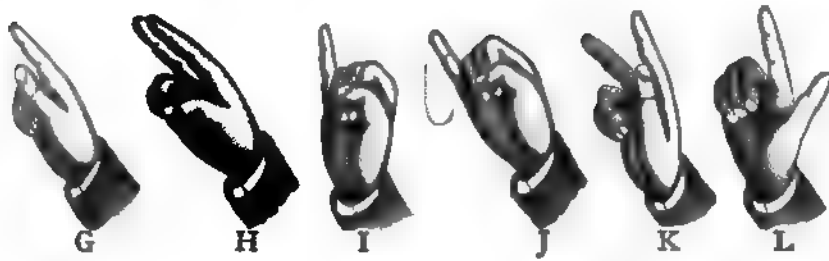
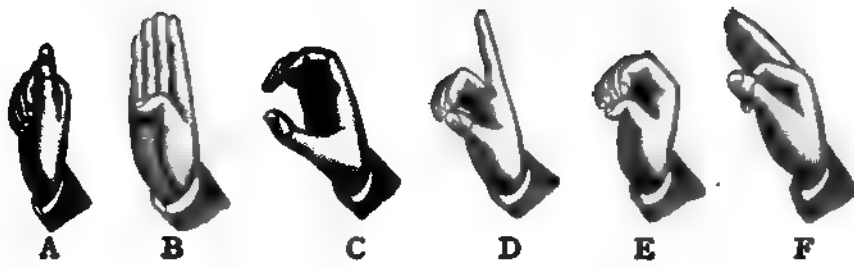


**NEW YORK :**  
**PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.**  
**1892.**

*The Principal*









# OFFICERS AND DIRECTORS.

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SECOND VICE-PRESIDENT.

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TREASURER.

GEORGE A. ROBBINS.

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AVERY T. BROWN.

HON. ALBERT M. PATTERSON.

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WALTER H. LEWIS.

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DAVID S. EGGLESTON.

GEORGE A. PETERS, M.D.

J. HOOD WRIGHT.

FREDERIC JAMES DEPEYSTER.



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FREDERIC J. DEPEYSTER.

WILLIAM M. HALSTED.

J. HOOD WRIGHT.

(The President and Treasurer *ex officio.*)

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(The President *ex officio.*)

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MISS CAROLINE DELANO.

MISS HARRIET TABER.

MRS. EDGAR S. AUCHINCLOSS.

MISS CAROLINE H. PATTERSON.

(The Visiting Committee is changed every month.)

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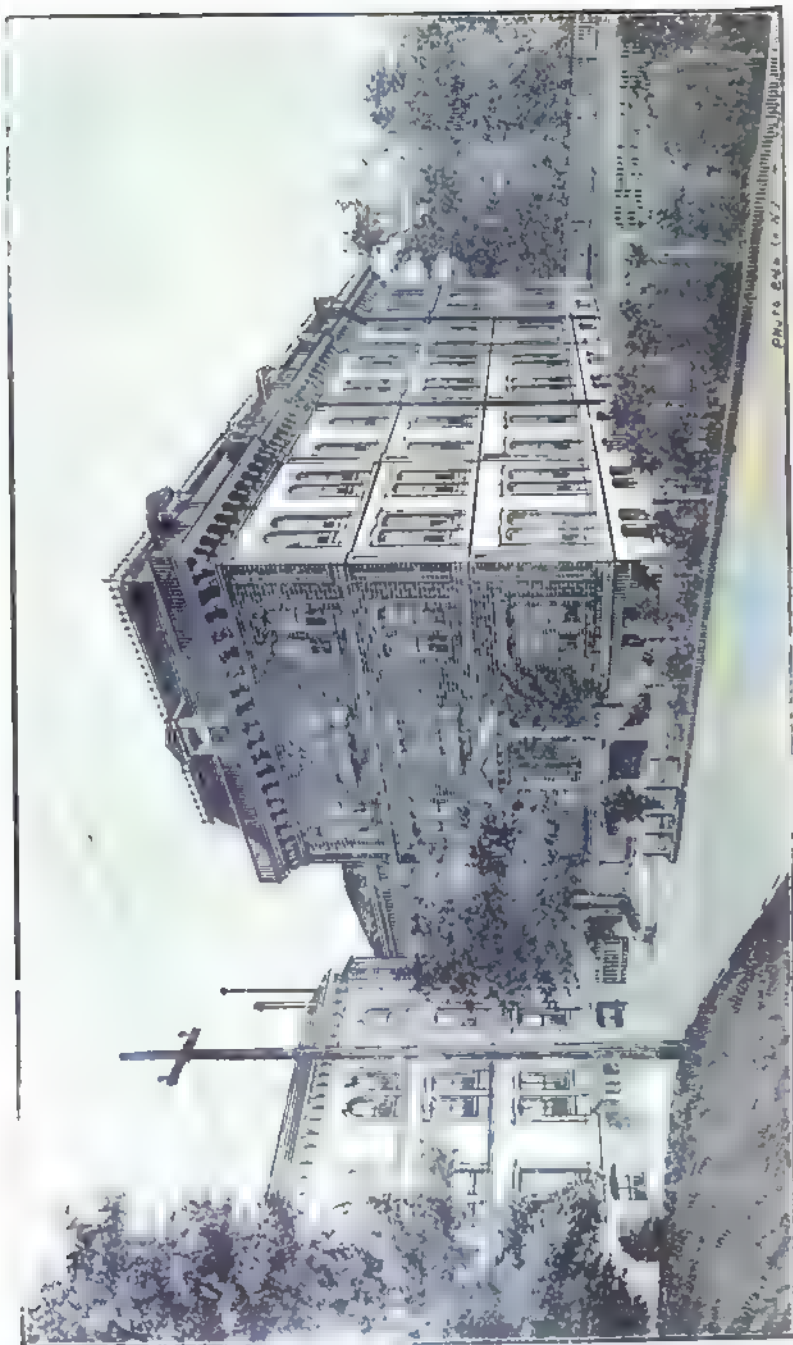
## *Committee on Nominations.*

MORRIS K. JESUP.

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# EDUCATIONAL DEPARTMENT.

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IDA MONTGOMERY.

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GABRIELLE MARIE LePRINCE.

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CONSULTING PHYSICIANS.

EVERETT HERRICK, M.D.

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MISS SUSAN THISTLE—Housekeeper.

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MISS SARAH A. FRASER.

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WILLIAM L. HANSON.

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ENGINEER.

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NIGHT WATCH.

FREDERICK A. GERLOFF.

BERT. C. BEEBE.

MAGGIE DONLAN.





TRADES SCHOOL BUILDING.

# INDUSTRIES AND TRADES.

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EDWARD CLEARWATER.

### CABINET-MAKING.

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### SHOEMAKING.

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### SHIRTMAKING.

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### PLAIN SEWING.

DELIA FITZGERALD.





# SEVENTY-THIRD ANNUAL REPORT.

---

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York, their Seventy-Third Annual Report, for the year ending September 30th, 1891.

With this report are also submitted the separate reports of the Principal, Superintendent, Physician, Treasurer, and Committee on the Annual Examination, which furnish detailed information of each department in the Institution, the methods pursued and the progress made.

From the Superintendent's report, it will be seen that at the end of the year there were connected with the Institution 311 pupils, of whom 211 were males and 100 females. During the entire year, 335 pupils have been present, of which 227 were males and 108 were females.

The decrease in numbers is partly due to the fact that some of the pupils leave before their term is out, and thus sacrifice their advantages, and partly to the increased number of similar Institutions in the State.

As to the first cause, we would respectfully suggest to your honorable body the advisability of passing a compulsory education law for deaf-mutes.

We would also call your attention to the present law, which makes a three years' residence in the State requisite to admission, and to the remarks of the Superintendent on that subject, and respectfully suggest an amendment to the law, to read "one year" instead of "three."

During the past year the children were taught by sixteen teachers, including the Principal, of whom four devoted their entire time to teaching articulation and lip-reading, one taught drawing and applied art, and eleven taught the English language and cognate studies.

The increase in the number of teachers of articulation has caused a marked improvement in that branch of education. While we believe in the eclectic or combined system, we recognize the increasing value of articulation, and have used our best endeavors to advance in that line.

The report of the Committee on the Annual Examination, which was held in June last, shows in full our system of education, and is



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well worth a careful study by all who are interested in deaf-mute instruction. The examiners who conducted the examinations, have kindly written reports, which are appended to the report of the committee.

The instruction in trades and manual labor has been continued, as in the past, with a view of giving each pupil the means of earning a livelihood on leaving the Institution, and with much success.

In the Art Department the progress has been very marked, and the pupils fitted for art work, some of whom have procured remunerative work after leaving the Institution.

In the report of the Principal, mention is made of the Fourteenth Convention of the Empire State Association of Deaf-Mutes, at which a resolution was passed emphasizing the propriety of making the per capita allowance for state pupils \$300 instead of \$250. This board would respectfully add their petition for such an increase. The allowance has been too small for many years past, and the past year shows a deficit of \$6,985.76, despite all their efforts to use as much economy as is consistent with health.

All expenses connected with the buildings and grounds are as great as when there were over five hundred pupils in the Institution ; while the decrease in number cuts short the revenue very materially.

The report of the Physician shows a remarkably good state of health, despite the drawbacks caused by pupils visiting their homes occasionally and almost always coming back in not near as good condition as when they left. Many of the pupils have their homes in the thickly settled tenement house districts of New York and Brooklyn, where comfort and good ventilation are rare, and where health and comfort are not as good as at the Institution.

The Board, fully appreciating their responsibility to God and to the State, have endeavored in the past year, as they have in previous years, to do their duty conscientiously in educating, mentally and physically, these unfortunate children, who are bereft of two of their senses. They fully appreciate the liberal action of your honorable body in the past, and submit confidently for your action the foregoing suggestions as to the future.

ENOCH L. FANCHER,  
*President.*

AVERY T. BROWN,  
*Secretary pro tem.*

## Report of the Principal.

---

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

**GENTLEMEN :—**The interesting and important work of caring for and educating deaf-mutes has, during the year just brought to a close, been carried on in this Institution, with a degree of success that not only justifies confidence in the principles underlying the system pursued, but indicates an appreciable improvement in the methods of their application—methods destined to prove important factors in that advancement in our art, through which the average deaf-mute, handicapped, though he be, by the circumstances of his birth, is to be elevated to the plane already occupied by the more gifted of his class, and where all inferiority on his part to those in his sphere in life who can hear and speak, shall entirely disappear.

The number of pupils present within the fiscal year ending September 30th, 1891, was 335, of whom 227 were males and 108 females. Of these, 319 were under instruction during the academic year ending September 30th, 217 being males and 102 females.

The number of teachers, all of whom have had a long experience, and whose services are proportionately valuable, is at present sixteen. Of these, four devote all their time to instruction in articulation and lip-reading ; one, to instruction in drawing, painting, and the various branches of applied art ; and eleven, to instruction in the English language and the subjects embraced in the curriculum of study.

If to these be added eleven teachers of handicrafts—*viz.*, of printing, cabinet-making, carpentry, tailoring, shoemaking, gardening, baking, cooking, plain and ornamental sewing and dress-making—by means of which the pupils are enabled to support themselves when they leave the Institution, it will be seen that the number of persons directly engaged in instruction amounts to twenty-seven.

Except in the department of Articulation, in which special instruction for one hour is given to the classes in succession, each teacher in both departments teaches two different sets of pupils *per diem*, one in the morning and the other in the afternoon, the teachers belonging to the Educational Department giving four hours to each class, and those

in the trade school three hours. By this plan the pupils are closely occupied seven hours, in addition to which they have from one to two hours of independent evening study under proper supervision. The remainder of the twenty-four hours is devoted to sleep, meals, physical culture and recreation. This statement does not apply to the pupils under ten years of age, in the primary department, who are housed and instructed in a separate building, spend a longer time in school, and are not required to work in the shops.

This alternation of study, work and play, relieves the day of all tedium, while at the same time there is a steady progress which the pupils themselves appreciate and enjoy, looking forward, as they all do, to the time when, in spite of their infirmity, they shall take their part in life, as intelligent, well educated, God-fearing and self-supporting men and women.

The morals and manners of the pupils form a special object of instruction and solicitude, and their religious training, which, while entirely free from sectarianism, does not ignore the great facts and principles of revealed truth, makes easy the formation of a noble character on the basis of the highest motives.

To those bereft from infancy of all means of receiving and making communications, this is obviously in the highest degree important, as they are thus converted from irresponsible beings, who have no knowledge of the difference between right and wrong, into upright and reliable citizens.

Instruction in this, as well as in all other departments of knowledge, might easily be imparted through the language of signs, which, as is indicated in their case by nature, they acquire without effort in the society of the Institution, and which is adequate to the expression of all ideas whether concrete or abstract. As, however, if they are confined to this language alone, they will continue to be isolated from the great bulk of mankind, and will be debarred from independent access to every form of literature, instruction in the language of their country is indispensable to their highest welfare and enjoyment. The necessity of this being granted, there arises the question of how it should be accomplished.

Some educators, who for want of a better term are called *pure oralists*, insist that speech, and the recognition of speech through the reading of the lips, should precede writing in all instances. They refuse to derive aid from the language of signs, and depend on pictorial illustration, on objects, on circumstances, and on that form of instantaneous inference known as intuition, for explaining the meaning of words and sentences.

This does very well for semi-mutes who have learned to speak before

becoming deaf, or for the semi-deaf who have a sufficient degree of hearing to enable them to learn to speak and to comprehend speech with comparative ease, but for the true deaf-mute it has limitations which make the process slow, painful, and in many cases futile.

Others, who, in this country, have given to their system the name of "Visible English," advocate the substitution of words spelled with the fingers for the sign language, dispensing entirely with the latter. As the manual alphabet is more easily acquired than articulation, it is to that degree preferable as an instrument. By it are taught words and sentences as occasion for them arises, making alphabetic language the medium for acquiring the names of objects, and for making statements of movements and conditions.

The advantages of the system are that it gives exact forms of expression, and causes the language used by the pupils to be correct as far as it goes.

The disadvantages are that the inclined plane is so long that the range of expression is limited, and the general knowledge gained is proportionately small.

In this Institution we have what is called the Combined System, a system that rejects nothing that has been found of value in the education of the deaf, that embraces all the merits of other systems and is in great measure free from their faults. It is the result of an experience of nearly seventy-five years, during which it has been gradually developed. It has never made any absolutely new departure, though in the year 1831, under the principalship of the late Harvey P. Peet, LL.D, it received an impetus which, at a bound, gave it a conspicuous position.

The first steps consist in teaching the pupils to write and spell with the fingers the alphabet, as incorporated in the names of twelve objects placed before them and directly associated with these names.

The next step is to give directions, such as, "Touch the door;" ask questions, such as, "What did you do?" and elicit replies, such as, "I touched the door." On this principle of direction, question and answer in connection with an object, are introduced a considerable number of nouns, verbs, pronouns, numerals, adjectives and prepositions.

This point being reached, the teacher addresses language to the eye, by spelling with the fingers on every subject he has occasion to introduce, and requires from the pupils a responsive sign for each word and phrase as he gives it. If any pupil fails in any particular, the teacher stops to give the necessary explanation, by means of signs, and then goes on. At frequent intervals he requires his pupils to write out the sentences he has given them. Every lesson in their text books is, in this way, made clear to them, before they enter upon



its study. After this fashion, the English language is poured into their minds and made familiar from day to day, at the same time that the sign-language is called into requisition as a valuable test of and aid to their understanding. To make the language thus acquired available, daily practice is required in written composition, and it is interesting to notice how soon even the younger pupils will branch out from the narration of every-day events to the expression of their own independent opinions. All this is associated with a well-considered course in English, in which each step made becomes a stepping stone to that which is to follow, until the climax is reached of a thorough practical knowledge of English Grammar. Great attention is paid to the verb, in which the pupils have exercises so frequent that they become thoroughly familiar with all its voices, moods, tenses, and other variations. As a valuable aid in this connection, we have in use a system of grammatical symbols, that clearly represent to the eye the mutual relations of every word, phrase, and clause in the sentence.

In addition to this, an hour's instruction in articulation and lip-reading is given daily to all the pupils. This is based upon the phonic alphabet, wherein all the sounds of the English language are brought together and classified according to the organs by means of which they are uttered. To give the pupils an ability to pronounce distinctly and to recognize the labial indications of all these sounds, is to enable them to speak and read the lips. This is done by collections of sentences in a succession of series, each series containing all the sounds indicated by the alphabet. Lessons in reading are also given out for individual preparation, each pupil noting, by means of his dictionary, the pronunciation of the several words in his reader, and endeavoring to enunciate the same with emphasis and distinctness. Much attention is paid to the modulation of the voice and its location, so that it shall be full, natural, and euphonious, instead of being feeble, metallic or harsh, one of the teachers devoting her entire time to the development of the pupils in this direction.

But in the wisest course of instruction for the deaf, articulation is not to be regarded as any thing more than a mere accessory. It is only a means of expression, like writing and spelling with the fingers, and may be substituted for them at will. If thoroughly acquired, and associated with ability to read the lips with ease, it is a most valuable possession, placing every deaf-mute who is a master of the English language upon the same vantage ground as the hearing and speaking, but it is not to be regarded as *in any sense fundamental*.

The great teacher, Pestalozzi, who after long and patient experiment, arrived at the system whereby he produced that revolution in educa-

tional methods to which the schools of to-day are so greatly indebted, in speaking of his own son, whom he had taught by the old methods, used these remarkable words :

“He knew names, saying them by heart without attaching a meaning. To have a knowledge of words with no distinct idea of the things they represent, enormously increases the difficulty of getting at the truth. Why have I been so foolish as to let him pronounce important words without giving him a clear idea of the meaning? Ah, how far have I erred from Nature’s paths in my teaching! Oh, God! teach me to understand Thy holy, natural laws, by which thou preparest us slowly, by means of an innumerable variety of impressions, for conceiving exact and complete ideas, of which words are the signs.”

But for the sign language, how could we justify ourselves to a man who thought like this. How could we carry out the course of instruction we have described, with any thing like success. This language is a language of ideas. It is in no sense arbitrary. Every gesture is significant. It approaches Nature more nearly than any language of words, and no one can use it correctly who does not clearly understand the full significance of what he attempts to express. Associated with words, it becomes the true exponent of their meaning, and it is to the deaf-mute their true, because significant, pronunciation. Those who decry its use have either no experimental knowledge of its power, or they are led astray by a false philosophy, which mistakes the shadow for the substance.

By reference to the report of the Committee on the Annual Examination, it will be observed that, aside from the great attention necessarily devoted to the English language, the curriculum of study embraces all the subjects taught in common schools and academies for the hearing, a standard that is not maintained, and cannot be maintained, in schools that refuse to avail themselves of the great assistance, in interpretation, to be derived from the sign language.

While it is a cause for rejoicing that death has not invaded our household, our hearts have been touched with sorrow by the passing away of one who not only occupied in his later years a prominent position as a man of profound learning and commanding influence, but in his early manhood contributed not a little to the success of this Institution.

I allude to the late Frederick A. P. Barnard, who, after graduating at the head of his class in Yale College, where he also served as tutor, became, in the year 1832, a professor in this Institution, of which Dr. H. P. Peet was then the principal. He had already published two mathematical works, one an Arithmetic, of rare merit, and the

other, a treatise on Conic Sections, which was adopted as a text book in most of the colleges in this country, and when he entered upon his new field of labor, he displayed the extraordinary versatility of talent that has ever characterized his career, not only by acquiring a mastery of the sign language and of the whole system of instructing the deaf, of which he became a most skillful and successful practical exponent, but also by adding to the reputation of the Institution through contributions to the Quarterlies of the day, that gave rise to much discussion and interest, and by publishing a grammar which, growing out of the analysis of language required in his profession, was received with great favor by scholars, and gave the initial impetus to the new philology now so much esteemed.

For this work he invented a system of symbols which has been found extremely useful in abbreviating the processes of what is called parsing, and has, with a few modifications, been retained in this Institution as a most valuable means of promoting the progress of its pupils.

On his way to the University of Alabama, a professorship in which he accepted, after a service of six years in the cause of the deaf, he stopped at Richmond, and by his potent influence contributed to the establishment of the Virginia Institution for the Education of the Deaf and of the Blind.

Elected afterward to the presidency of the University of Mississippi, which he was the means of elevating to the highest rank among the institutions in the South, he became conspicuous by the high character of his voluminous writings, and was recognized as one of the pillars of sound learning in this country.

For such a man, the transition was easy to the presidency of Columbia College, which was then occupying the buildings vacated by this Institution on its removal to its present site in 1856, and, by a singular coincidence, found himself using, for his office, the very room in which he had, for so many years, been accustomed to give instruction to the deaf.

His early interest in the Institution induced him to become a member of the Board of Directors, and to render efficient aid to its Educational Department. While serving on the Committee of Instruction, he was the means of securing a valuable collection of scientific and philosophical instruments. He conducted, on several occasions, the Annual Examination of the pupils, of which he wrote reports so appreciative and discriminating, that they were quoted, with admiration, by the Editor of the *American Annals of the Deaf*, the quarterly organ of the profession, and when, on account of his engrossing duties at the college, he was no longer able to attend the meetings of the com-

mittee and the Board, he continued to manifest, till the day of his death, a sympathy with the work and the *personnel* of the Institution that endeared him greatly to those actively engaged therein.

On the 15th of April, 1892, exactly seventy-five years will have elapsed since this Institution was incorporated by Act of the Legislature. Inasmuch as the fiftieth anniversary of this event was celebrated in 1867 with appropriate ceremonies, it seems fitting that the 75th anniversary should receive the same recognition, in view, especially, of the coincidence of the year with that of the 400th anniversary of the discovery of America by Columbus, a discovery which has made possible the great republic that has made such free and ample provision for the education of the deaf and dumb.

The 14th Convention of the Empire State Association of Deaf-Mutes was held at Lyric Hall in this city, on the 9th of August last. The occasion was one of great interest, and the papers read were of a high order of literary merit. Among the resolutions passed was one emphasizing the propriety of making the per capita allowance by the Legislature for State pupils \$300, instead of \$250 as has been the case for some years, the argument being that instead of restricting the opportunities given to deaf-mutes to the demand of a severe economy, the appropriation should be sufficient to give every facility required. If the seven institutions in the State should unite in making a suitable representation to the Legislature in this regard, it seems probable that they would receive a favorable hearing.

#### ACKNOWLEDGMENTS.

At an exhibition given at the Church of the Pilgrims in this city, in the month of May last, a donation was made of \$66.50 for the benefit of graduates and inmates of the Institution, and placed in the hands of the Principal for such use as circumstances might require. It has enabled him to relieve cases for which public provision was not made, and calls for gratitude to the generous donors.

Our thanks are also due, and are hereby tendered to the editors and proprietors of the following publications, which have been sent free to the Institution for the use and enjoyment of its inmates :

#### *Annual.*

Sotheran's Current Literature, London, England.

Steven's Book List, London, England. (Ten copies.)

#### *Monthly.*

Our Record, Buffalo, N. Y.

Texas Mute Ranger, Austin, Tex.

*Report of the New York Institution for the*

The Acorn, Winthrop Centre, Me.  
 The New Method, Englewood, Ill.  
 The Sheltering Arms, New York City.  
 The Sunday School Journal, New York City.  
 The Pacific Banner, Winthrop Centre, Me.  
 Appleton's Literary Bulletin, New York City.  
 Dodd & Mead's New Publications, New York City.  
 Houghton & Mifflin's Literary Bulletin, Boston, Mass.  
 Arkansas Mite, Little Rock, Arkansas.  
 Lilly's Bulletin, Indianapolis, Ind.  
 Il Sordomuto, Milan, Rome, and Naples.

*Semi-Monthly.*

Sunday School Advocate, New York City.  
 The Silent Observer, Knoxville, Tennessee.  
 Nebraska Mute Journal, Omaha, Nebraska.  
 Maryland Bulletin, Frederick, Maryland. (Two Copies.)  
 Deseret Eagle, Salt Lake City, Utah.  
 Canadian Mute, Belleville, Ont., Canada.

*Weekly.*

Progress, New York City.  
 Uptown Press, New York City.  
 The Utica Herald, Utica, N. Y.  
 Juvenile Ranger, Austin, Texas.  
 The Rural New Yorker, New York City.  
 The Companion, Faribault, Minn.  
 The Tablet, Romney, West Virginia.  
 Honesdale Citizen, Honesdale, Pa.  
 The Uptown Visitor, New York City.  
 The Mute's Chronicle, Columbus, Ohio.  
 The Kentucky Deaf-Mute, Danville, Ky.  
 The Wisconsin Times, Delavan, Wis.  
 Deaf-Mute Mirror, Flint, Michigan. (Two copies.)  
 Dakota Advocate, Sioux Falls, S. D.  
 The Weekly News, Berkeley, California.  
 The Kansas Star, Olathe, Kansas. (Two copies.)  
 The Optic, Little Rock, Arkansas. (Two copies.)  
 The Deaf-Mute Voice, Jackson, Miss. (Two copies.)  
 The New York Evangelist, New York City.  
 The Goodson Gazette, Staunton, Va. (Two copies.)  
 The Messenger, Talladega, Alabama. (Three copies.)  
 The Weekly Mail and Express, New York City.

Our Little People, Rochester, N. Y. (Two copies.)

The Golden Rule, Boston and Chicago.

The Silent Press, Dayton, Ohio.

The Silent Worker, Trenton, N. J.

The Deaf-Mute Index, Colorado Spring, Col. (Two copies.)

Deaf-Mutes' Journal, New York City. (Four copies.)

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, WEST 163D ST.  
AND BOULEVARD, *October 1, 1891.*

## Report on the Annual Examination.

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JUNE, 1891.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—In accordance with established usage, the undersigned, a Committee to whom was intrusted the direction of the Annual Examination of the pupils, respectfully submit their report.

On the dates set apart for the examinations, Wednesday and Thursday, June 10th and 11th, the pupils, upon the conclusion of the regular chapel service, adjourned to their respective class rooms, where the examinations were held. The number of pupils on the roll of the Institution was three hundred and nineteen, of whom eighteen were absent. They were distributed into nineteen classes, embracing four grades, *viz.* : Juvenile, Intermediate, Grammar and Academic. As all the classes and sub-divisions were to be examined within two days, it was deemed expedient to the committee to divide their labors. In some instances, classes were examined by teachers specially appointed by the Principal for that purpose, and in other cases by gentlemen invited by the committee. In this connection, the committee avails itself of this opportunity to express its appreciation of the able services rendered by Rev. G. S. Plumley, D.D., Rev. W. F. Whittaker, D.D., Rev. John Chamberlain, Mr. Theodore Peet, and Mr. Benjamin Northrop, and the distinguished artist, Mr. Edward Moran, who examined classes and have written reports, which will be found included in this report.

As has been customary at the commencement of the examination, the Committee was furnished, by the Principal, with the appended schedule of classification, giving the designation and standing of each class, with the total number of pupils during the year, those present at the examination, and the names of the instructors :



# SCHEDULE OF CLASSES, JUNE 10 AND 11, 1891.

## I.--MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
H. C.	Enoch H. Currier.....	8 to 11 years .....	18	15
I.	Thomas F. Fox.....	8 years.....	16	16
II.	Walter B. Peet.....	7 years.....	16	15
III.	Thomas F. Fox.....	5 to 6 years.....	16	16
IV.	William G. Jones.....	5 years.....	13	12
V.	William G. Jones.....	4 years.....	17	16
VI.	Walter B. Peet.....	3 years.....	18	18
VII.	Chester Q. Mann.....	2 years.....	17	17
VIII.	Chester Q. Mann.....	1 year.....	17	17

## KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	2 years.....	20	20
II.	C. W. Van Tassell.....	3 weeks to 1 year.....	40	32

## SPECIAL CLASS.

Jane T. Meigs.....	Various.....	9	8
		217	202

## II.--FEMALES.

H. C.	Ida Montgomery.....	8 to 11 years.....	18	17
I.	Myra L. Barrager.....	7 years.....	14	14
II.	Myra L. Barrager.....	4 to 6 years.....	20	20
III.	Ida Montgomery.....	2 to 3 years.....	14	14
IV.	Josephine L. Ensign..	2 years.....	14	13
V.	Josephine L. Ensign..	1 year.....	20	19

## SPECIAL CLASS.

Jane T. Meigs... ..	Various.....	2	2
		102	99

## RECAPITULATION.

UNDER INSTRUCTION DURING  
THE YEAR.

PRESENT AT THE EXAMINA-  
TION.

Males, . . . .	217	Males, . . . .	202
Females, . . . .	102	Females, . . . .	99
Total,	319	Total,	301



regarding physical things, and made a creditable beginning in arithmetic. Their chirography is above the average of that of hearing boys of like age. They have all made some progress in articulation and lip-reading, and several of them, I think, give fair promise in that direction. They have acquired considerable knowledge of some portions of Holy Scripture and some of the fundamental moral and religious ideas. The class deserves much credit, and reflects credit upon the Institution.

“JOHN CHAMBERLAIN.”

“NEW YORK, June 11, 1891.”

### INTERMEDIATE DEPARTMENT.

Above the five classes of the Primary Department, there were four classes composed, with few exceptions, of pupils who entered at or after the age of twelve. One class had a standing of three years, one of four years, and two of five years, ranking according to attainment. Three of these classes were of boys, and one of girls.

The class of three years had finished the History of Animals in the Third Part of Peet's Course of Instruction, and had gone half through Monteith's First Lessons in Geography. In Arithmetic, all had been practiced in Addition and Subtraction. Peet's Scripture Lessons formed the basis of the Sunday readings.

The class of the fourth year had completed nineteen chapters in Goodrich's Child's History of the United States, and had also studied some fifty pages of Monteith's Manual of Geography. They also used Peet's Scripture Lessons. In Arithmetic, they had gone through the four ground rules.

The two remaining classes were of the fifth year; one was composed of girls, and the other of boys. They used, as text books, Mitchell's Primary Geography, Armstrong's Primer of United States History, Franklin's Elementary Arithmetic, and, on Sundays, the Bible.

While the studies mentioned were carefully attended to, constant drill in language was the main aim in the instruction of the classes. Dr. Peet's exercises on the verb were employed, and daily journals of current events were required of all the pupils, with the result of awakening and stimulating a desire for correct language. This practice of requiring regular original sketches from the pupils has proved of great value, not merely in improving their use and comprehension of language, but, especially, in the inculcation of habits of observation and thought. With deaf, as with other children, the awakening of that habit is a most powerful stimulus to further successful instruction.

**GRAMMAR DEPARTMENT.**

In the Four Classes which comprised the Grammar Department, there were included, with the exceptions and qualifications already referred to, those pupils who had been in school from six to eight years.

The Third Class of boys in this department had completed Goodrich's Child's History of the United States, and Swinton's Geography. They had had daily journals, exercises in Peet's Grammatical Analysis, and reading exercises from Scudder's Fables and Folk Stories. In Arithmetic, they had advanced to United States Money.

The Second Class, also of boys, in addition to the usual drill in language, had had dictation exercises in Monteith's Science Reader, and used, as text books, Monteith's Youth's History of the United States, Geography of the Western Hemisphere, the Bible, and Thomson's Graded Arithmetic. In the latter branch, they had gone through the reduction of denominate numbers.

The two most advanced classes of this department, one of each sex, consisted of the better portion of the pupils of seven and eight years' standing. They exhibited more uniformity of attainment, as well as greater proficiency in knowledge than the other classes of this department, as most of them had now finished the regular course of eight years, and, unless they were candidates for the High Class, were to graduate at the close of the term.

In the female class, the pupils were bright and intelligent, and had rewarded the efforts of their teacher by improvement in language and general knowledge. The progress they had made in history and geography, in weights and measures, in nature and art, and in Divine law, will promote their future comfort and happiness. The male class had used, as text books, Eggleston's History of the United States, Hooker's Book of Nature, Hutchinson's First Lessons in Physiology, Thomson's Graded Arithmetic, and had had practical daily exercises in Peet's Grammatical Analysis. Of this class, the following report was made by the Examiner :—

“NEW YORK, June 13, 1891.

“DR. ISAAC LEWIS PEET :—

“DEAR SIR :—I had the pleasure of examining the class of Professor Fox at the Institution, on Thursday last. I found the young men to be attentive, industrious, observing, extremely well versed in the subjects upon which they were questioned, and unquestionably well disciplined and instructed.

“In the line of composition, they did surprisingly well. When one

realizes that the English language as written or spoken is a foreign tongue to the deaf-mute, the proficiency of these young men in expression, and their wide vocabulary, spoke louder in the efficiency of the sign-language method of instruction than an army of speaking men could do.

“With great respect, believe me sincerely yours,  
“BENJAMIN NORTHROP.”

### SPECIAL CLASS.

This was a class of nine pupils, seven of whom were semi-deaf, and two were blind as well as deaf. The special examiner presents the following report :—

“I had the pleasant duty assigned me of conducting the examination of the class of Miss Jane T. Meigs. This lady gives almost her entire attention to training the deaf to speak. I made my own selection from the reader studied by the pupils. The sentences were then read from the lips of the teacher by the pupil, and then written by them upon the blackboard. These exercises and others showed a facility of reading from the lips and of speaking, which were commendable and praiseworthy.

“Two blind pupils, who are attached to this class, are worthy of especial mention. Richard T. Clinton, a young man of perhaps twenty, has a fluent and easy command of language. He has developed considerable skill in the use of the typewriter, and printed for me the appended matter.

“ ‘Maine is the most Northeastern State in the Union. The people are very moral and intelligent. The soil is covered with large pine trees. The climate is cold in winter and cool in summer. I would rather live there in summer than in winter.

“ ‘New York is often called the Empire State, because it leads all the other States of the Union in population and importance. The capital is Albany. The most important city is New York, situated on Manhattan Island at the mouth of the Hudson River. It is the largest city in America, and the greatest centre of business in America. Our school is in New York. The Hudson has always been celebrated for the beauty of its scenery, and has been called the Rhine of America.

‘RICHARD T. CLINTON.’

“His keenness and quickness in grasping an idea, are remarkable. He converses with the seeing pupils by the use of signs, with almost as much facility as those pupils converse among themselves.

“Catharine McGirr is also a blind pupil, much younger than Richard Clinton, and not so far advanced, but evincing a quickness of

perception and interest in the acquisition of knowledge that promises good fruit in the future. A remarkable trait in this girl was a sort of perception of color. She succeeded, in one or two instances, in giving the color of objects after feeling of them.

"I desire to congratulate Miss Meigs upon her success with her pupils who are greatly privileged by being under her instruction.

"THEODORE PEET."

†

### ACADEMIC DEPARTMENT.

The High Class, embracing the best scholars, without regard to time at the Institution, was composed of two divisions—the males, under the instruction of Prof. E. H. Currier, and the females, under Miss Ida Montgomery. These divisions included eighteen young men, and the same number of young women, making a total of thirty-six, of whom thirty-two were present at the examination. While the nominal standing of the class is from nine to eleven years, there were some pupils, who in less than eight years had outstripped their contemporaries in the other classes, and consequently the exact standing of the class varied. Of the excellence of the work accomplished by the class, the following detailed report by the Special Examiners will show :

NEW YORK, June 10, 1891.

The undersigned appointed by the Board of Directors, to examine the two higher classes of the New York Institution for the Instruction of the Deaf and Dumb, being respectively the highest Male class, and the highest Female class, respectfully report :

That in the Male Department the following list of studies was presented, *viz.* :—

Astronomy, Geology, Chemistry, United States History—Close of Revolution to Mexican War—Arithmetic, English Composition, Lip-reading, and Articulation.

The proficiency of the pupils was commendable. The thoroughness of the plan of instruction was especially obvious from the fact that the longer a pupil had been in the Institution the more satisfactory was his examination.

The exercises in English Composition showed a remarkable command of language. Striking differences in methods of thought and expression were noted as illustrating how an independence of the mental processes had resulted from the drill given by the teachers.

As illustrations, see the following from *congenital* mutes :

ADDRESS OF WELCOME.

*To the Examiner :—*

DEAR SIR :—Hoping, yet dreading, we show much fortitude in expressing our welcome of our examiner, with much faith in our abilities to answer successfully any questions that you might ask us. With our best efforts, we will try to pass satisfactorily. I remain, dear sir,

Yours, etc. ?

DEAR SIR :—It would not be a bit of surprise if we do not extend to you a *warm* welcome, for it is very hard for the examined to welcome the examiner. However, we welcome you as our distinguished examiner, hoping that you will enjoy yourself very much with your examining us. But pray, do not be hard on us.

Yours, etc.

The examination in United States History showed a very accurate knowledge of the several administrations, the measures introduced by them, the results of diplomacy and war, and the striking features of each.

As illustrations of the written examinations in this subject, two replies to the question, "Which of the Presidents do you most admire?" may exhibit the interest of the pupils in the study :—

"Washington ; nobleness personified ; he twice refused the crown of a kingdom."

"Washington ; because of his skill in conducting the war, his magnanimity in the time of peace, his regarding all men as equal, which is the chief feature of American life."

Perhaps the results in the examination in Chemistry were as satisfactory as those of any other branch of study. The students are well-grounded in it, and are prepared to enter upon laboratory work next year. Here is one paper.

*Question.*—What did the ancients consider the elements of Chemistry ?

*Answer.*—They thought that fire, air, earth, and water were the four elements.

*Q.*—What is Crystallization ?

*A.*—A spontaneous arrangement of particles into regular fixed shapes.

*Q.*—What is Vitrification ?

*A.*—The process of converting certain articles into glass, by fusing them together by heat.

*Q.*—Of what gases is the atmosphere composed ?

*A.*—Nitrogen with oxygen, and a comparatively small quantity of carbonic acid. Nitrogen is nearly 4 to 1 of oxygen.

**Q.**—What is the cause of the rust on iron ?

**A.**—Oxygen entering into combination with the surface of the metal, the combination being hastened by moisture.

**Q.**—What is Chemical Analysis ?

**A.**—It is the finding out of what a thing is made. The separation of a thing into its simple elements.

The papers in Astronomy, rapidly written, showed accuracy and diligence in previous study. One paper from the many is given.

**Q.**—Are the planets distinguished by any particular color ?

**A.**—Yes. Venus is a sparkling white ; Jupiter, a dullish blue ; Mars, a fiery red ; Saturn, white ; Uranus, blue.

**Q.**—Why do we not see the stars in the day time ?

**A.**—Because the rays of the sun are so strong that we are only able to see the blue of the sky. If we descend into a deep, dark pit, we may be able to see the stars during the day time.

As illustrating the work in arithmetic, these papers may suffice.

**Q.**—Nine feet of a flag-pole stands in the ground, which is  $\frac{3}{5}$  of its whole length ; what is its length ?

**A.**— $9 \div \frac{3}{5} = 9 \times \frac{5}{3} = 3 \times 5 = 15$  feet long.

**Q.**—An army lost  $\frac{1}{3}$  of its men in battle and  $\frac{1}{4}$  by sickness, and had 9,600 left ; what was its whole number ?

**A.**—The number lost  $= \frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$  of the whole. The remainder, or  $\frac{5}{12}$ , is 9,600.  $\frac{5}{12} = \frac{9,600}{x} = 1,920$ .  $\frac{7}{12} = 1,920 \times 8 = 15,360$ .

It was interesting to note how promptly the pupils prepared papers on geology, of which the following are examples illustrating the different ways in which the same questions were answered.

**Q.**—What are volcanoes ? and, tell all you can about them.

**A.**—They are mountains, which, through openings, occasionally throw up burning matter, or lava, together with stones, ashes, and in some instances, mud.

The term is from *Vulcan*, a Greek heathen deity, who was supposed to reside under Mt. Etna, engaged in forging thunderbolts for Jupiter. Volcanoes are most numerous in South America. They sometimes break out in the bed of oceans, and throw up material which forms volcanic islands. The most remarkable volcanoes of the world are Mt. Etna in Sicily, Mt. Vesuvius in Italy, and Mt. Hecla in Iceland. There are many extinct volcanoes—the most prominent of which is Mt. Auvergne, in France—with their craters resembling great basins covered with grass.

**Q.**—What are fossils ?

**A.**—The remains of animals and plants which have been imbedded in rocks, and changed into stone.

**Q.**—What are the principal metals ?

**A.**—Gold, silver, bronze, lead, brass, tin, etc.

**Q.**—What is smelting ?

A.—Roasting ores with fire, by which the pure metal can be extracted from the earthy part of the mineral.

Q.—What is meant by Geology?

A.—It is the science which treats of the structure of the earth's crust.

Q.—How have mountains come to exist?

A.—They are supposed to have come to exist from earthquakes caused by the eruption of volcanoes.

Q.—What produces the round stones found in the beds of rivers?

A.—The attrition, or constant rolling together on the bed of the river.

Q.—What are volcanoes? and, tell all you can about them.

A.—Volcanoes are mountains that discharge fire and lava, also ashes, through their craters. It is supposed that the interior of the earth is in a state of great heat. There are many active and many extinct volcanoes.

Q.—What are fossils?

A.—They are substances taken from the earth that have traces of leaves or animal matter left on them.

Q.—What are the principal metals?

A.—Gold, silver, nickel, zinc, tin, iron, copper.

Q.—What is smelting?

A.—It is the process by which we are able to abstract pure metals from stones and ores.

## FEMALE CLASS.

Entering the Female class, the examiners were greeted with several addresses of welcome, of which the following are fair examples, and are from pupils *congenitally* deaf:—

### ADDRESS OF WELCOME.

“We have been waiting for the day of our examination, which always comes before vacation. We must take the bitter before the sweet. We can hardly realize how rapidly time flies.

“You have come here for the purpose of asking questions for us to answer, and it is far easier to ask questions than to answer them, you know. We have been encouraged to do our best, and we have been studying as hard as we could. Yet we hardly expect to be able to answer all the questions with exactness, for English is a curious and difficult language. I hope you will have a very pleasant vacation, and that we shall not be entirely out of your mind when out of sight.”

“It is a real pleasure to welcome you here. To-day is beautiful, and we are glad you are going to examine us, though we are not sure we can make the day a successful one. But be assured we will try our best to make your work as easy as we can. I cannot realize how rapidly the time has flown. I shall not be here next



year. I am really sorry to part from my friends and this school and my teacher; but my time has come. We have been studying hard. I hope you will be interested in the deaf-mutes, after you examine us. I will remember you, as you will be my last examiners. I will try to live so that I can pass my last great examination when I die."

In the Female department, the answers found in the papers were as a rule longer and with more of detail. They exhibited, however, the same careful work found in the Male class. Examples chosen from the papers are given, as follows:—

*History of the United States.*

**Q.**—What was the cause of the Revolutionary War?

**A.**—Taxation without representation, is generally spoken of as the cause; but many events led to it, and it was evidently the design of Providence that the American colonies should become "free and independent states."

The Stamp Act passed by the English Parliament, in 1765, aroused a storm of indignation in the colonies, and was repealed the next year, but the English Parliament refused to recognize that the colonists were standing up for a principle, and soon laid a tax on tea. The tax was small, and the tea was cheaper than it had been before, but the colonists were firm in their stand, and the "Boston Tea Party" was held. English soldiers were quartered in the colonies, and carried themselves very insolently. Finally, the colonies resolved to fight for "liberty or death," and the wonderful state paper, "The Declaration of Independence," was adopted July 4, 1776. Eight years of toil and bloodshed elapsed ere the new nation, "The United States of America," was recognized, but it lives and prospers.

*Mythology.*

**Q.**—Of what use is the study of Mythology?

**A.**—Mythology is a very important study, as all the books of the world are full of allusions to it; and, as it forms a part of the history of Greece, it is essential to our education. In fact, our education can not be complete without some knowledge of this interesting and fascinating study.

**Q.**—Tell me what you can about Ulysses.

**A.**—Ulysses was the son of Laertes, and became King of Ithaca when his father retired from the office. He is numbered among the most illustrious heroes of the Trojan War. The Odyssey gives a detailed account of his adventures on his way home. Some of these were his meeting with Circe, whose enchantments he resisted by means of a white flower which Mercury had given him; and that with Scylla and Charybdis. His adventures with the Cyclops and Sirens are also worthy of mention. After twenty years' absence from home, he returned to Ithaca to find his wife, Penelope, besieged with many suitors, whom he exterminated, with Minerva's aid, and then lived peaceably with his wife and son Telemachus.

During the Trojan War, it was Ulysses who succeeded in taking the



**Palladium out of Troy with Diomedes. When Achilles died, his mother, Thetis, awarded his armor to Ulysses, and Ajax, who looked forward to possessing this prize, destroyed himself in his disappointment.**

**In the Odyssey this allusion is made to Ulysses : "He was a man of many thoughts, and a man of many woes."**

### *Bible Studies.*

**Q.—Who was John the Baptist ?**

**A.—John the Baptist was the son of Zacharias and Elisabeth, and was born under the influence of the Holy Spirit. The Angel Gabriel appeared unto Zacharias and prophesied his birth, and said, "His name must be John."**

**The Hebrew Genealogical Table dates John's birth six months before the infant Jesus. He was ordained a priest, and preached the Gospel, calling sinners to repentance, and "preparing the way for a mightier one, whose shoe latches I am unworthy to unloose." His revelations of the dazzling power of the Messiah, brought many people to hear him.**

**Herod, King of Judea, met this wonderful prophet, who reproached him for his unholy relation with his brother Philip's wife ; and for this, the king had John bound and cast into prison.**

**On the occasion of Herod's birthday, a banquet was given in his honor, and Salome, the daughter of Herodias, danced before him and won his approbation. The king thereupon swore a royal oath, that whatsoever the fair damsel asked, the boon would be granted. Salome, instigated by her mother, begged the head of John the Baptist, and it was brought on a charger to the damsel, who took it to her mother. His disciples, afterward, came and took the body of John the Baptist, and buried it.**

**The examiners are tempted to increase the number of quotations, from the excellent and interesting papers ; but these must suffice as examples of the work done under the eye of the visitors.**

**In both departments, most excellent illustrations were presented, in forcible pantomime and descriptive gesture, of standard hymns, and the choicest poetry, forms of literature which give special pleasure to the children of silence.**

**These were so graphic, spirited and natural, as to convey, even to those not conversant with the sign-language, the thoughts and feelings of the authors.**

**The illustration in lip-reading, in the vocal utterances of words, especially in the repetition of entire sentences, was very gratifying. Some of these pupils, when they graduate, will doubtless be able in their homes to communicate in speech with their friends. Too much praise cannot be awarded to Professor Carrier and Miss Montgomery.**

whose diligent and patient labors, experience in instruction, and zeal and enthusiasm in class work, are reflected in the exceptional proficiency of the pupils of their classes.

All of which is respectfully submitted.

G. S. PLUMLEY,  
WILLIAM F. WHITTAKER,  
*Special Examiners of the High Class.*

ART.

The result of the work accomplished in the Department of Art is summed up in the accompanying report of the examiner.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:—*

"DEAR SIRS:—After my visit to the Art Department of the New York Institution for Deaf-Mutes, and a careful examination of the excellent work done there, under the teaching and guidance of Miss Le Prince, I am more than ever convinced that such instruction is invaluable to all children so afflicted.

"To my mind there can be no calling, trade, or profession, so well adapted to happiness and usefulness in all their future, as the knowledge of, and ability to practice the Fine Arts, or Industrial Arts.

"Surely the law of compensation is more applicable to the deaf-mutes than to persons blessed with all their faculties.

"The training of the eye of the deaf-mute should be paramount to all other modes of instruction, as being the most beneficial in all paths of life to those who can neither speak nor hear.

"Miss Le Prince has my best wishes for the continuance of her success in this noble cause. The work of her pupils has been admirable, and calls for high commendation.

"Very truly yours,

"EDWARD MORAN,

"426 Fifth Avenue, New York City."

"June 11, 1891."

CLOSING EXERCISES.

At eleven o'clock in the morning of Tuesday, June 16th, the closing public exercises were held in the chapel, in the presence of a large and intelligent gathering of gentlemen and ladies, embracing Directors and

friends of the Institution, parents and friends of pupils, and many others who came from motives of benevolent or philanthropical interest. The following was the

### PROGRAMME.

#### I. PRAYER.

#### II. ADDRESS BY THE PRESIDENT.

#### III. REPORTS OF COMMITTEES.

1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
2. Special Report on the Examination of the High Class, by REV. G. S. PLUMLEY, D.D., and REV. W. F. Whitaker, D.D.
3. Special Report on the Examination of the Department of Art, by MR. EDWARD MORAN.
4. Reports on the Examination of the Primary and other Departments, by REV. JOHN CHAMBERLAIN, MR. THEODORE PEET and MR. BENJAMIN NORTHROP.

#### IV. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISAAC LEWIS PEET, LL.D.

1. Salutatory Address, by Richard R. Tweed.
2. Impromptu replies, by members of the High Class, to questions proposed by the audience.
3. Elementary exercises, by children in the Primary Department.
4. Reading, writing and composition, by Orris Benson and Richard T. Clinton, two blind deaf-mutes.
5. Exercises in dictation, illustrating the "combined" system of teaching the deaf.
6. The petitions in the Lord's Prayer, given orally, in succession, by a class of girls.
7. Graduating essay, by Agnes Craig.
8. Ancient hymn, "Art Thou Weary? Art Thou Languid?" by Margaret A. Boyd and Agnes Craig.
9. Graduating Essay, by Martha Hasty.
10. Descriptive signs and vocal utterance, by Winfield E. Marshall.
11. Graduating Essay, by Mary A. Kelly.
12. The Twenty-third Psalm, recited antiphonally, in concerted signs, by a choir of girls.
13. The Holbrook Prize Essay, by May Martin.
14. "The Valley of Silence," given simultaneously in signs and speech, by Ella F. Taylor and May Martin.
15. Valedictory Oration, by William Coombs.

#### V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS, AND PRIZES.

#### VI. DOXOLOGY, IN CONCERTED SIGNS.

#### VII. BENEDICTION.

This programme was carried out in a way to excite great interest.

Without going into details, we must content ourselves with appending the Salutatory Address, the Essays, and the Valedictory, which were as follows :

SALUTATORY ADDRESS.

Prepared in writing and delivered in signs by Richard R. Tweed.

*Ladies and Gentlemen* :—To-day closes the seventy-third school year of this noble old Institution, to which you all are cordially welcomed. Commencement Day to us is the most important day of any in our academic year. We hope your visit will prove of great advantage to deaf-mutes, for your testimony that deaf-mutes can become useful citizens can be given, since you have inspected our work in the Industrial Department, and will now see evidences of what has been accomplished in the Educational Department.

When, two years hence, at the end of three-fourths of a century, shall be celebrated the seventy-fifth anniversary of the establishment of this Institution, with no spirit of boasting, I think I may safely say that the New York Institution has, in its three-fourths of a century of existence, more than kept abreast with the best institutions in the world. At this moment, when we recall by how great struggles the institution was, at the beginning, established; how people believed that it was impossible for it to succeed in its purposes, because the deaf-mutes were ignorant and could not learn, our class motto seems peculiarly appropriate, "*Per angusta ad augusta*" (Through trials to triumphs). During this existence, hundreds, yes, thousands of our unfortunate class have been rescued from darkness and carried into light. For nearly seventy-five years, within the walls of our *Alma Mater*, has been going on the noble work of restoring human beings to society. What a marvel! for we are prepared for a better life, and leave this Institution as well-bred and useful members of that society in which we could have had no part, had not this Institution been founded. What a noble work! Has not this Institution reason to be proud of what has been done? This day recalls to mind my pleasant school life, and also at this moment I can but think what a sad day is to-day. At the end of this day, we, who for years have been as brothers and sisters, shall part, and though we are sorry to go, yet we are not afraid to go, for this Institution has furnished us the education and the trade with which we can fight in the wide world with pluck and courage, and thus we will surely win the battle.

How large our debt of gratitude to the State of New York! But we will endeavor to show ourselves useful citizens, and so, in a measure, repay the debt. No other State has done a nobler work than the State of New York in the cause of deaf-mute education. As the past is secure in its marvelous success, may the future, if possible, be a steady and constant improvement upon the past. Again, in behalf of the Class of '91, I bid you welcome.

## HOLBROOK PRIZE ESSAY, "THE POWER OF EXAMPLE."

Prepared in writing and delivered orally by May Martin.

Example is anything which we imitate, or that is intended to be copied. It may be good or bad, and each man's character will develop according to the nature of his chosen pattern, which *should be* always true and beautiful.

"Heaven doth with us as we with torches do,  
Not light them for themselves."

An artist cannot make a good picture from a bad subject ; the sculptor who wins the world's praise, is he who seeks to perpetuate graceful forms.

"What," wrote gentle Philip Sidney, "doth better become wisdom than to discern what is worthy the loving?"

The men of note, the truly great, have been inspired to their achievements by noble influences. The children of the present are to be the models for a future generation. How important, then, that these children themselves have wise parents to imitate. "All that I am, my mother made me," said John Quincy Adams.

There is the example of precept and the example of practice ; the first awakens a desire to emulate, the second leads to the fulfillment of such desire.

The second is best, for it is nobler, and also harder, to *act* than to *wish*, and "Actions speak louder than words."

Sir Richard Steele says that the greatest gratitude shown a friend is to "let him see you are the better man for his services, and that you are as ready to oblige others as he is to oblige you." Even the animal and insect world is full of useful examples. The poet Gay seemed to realize this when he composed the lines,—

"The daily labors of the bee  
Awake my soul to industry ;  
Who can observe the careful ant,  
And not provide for future want?"

The example set by the wicked is a great power for evil which good men grow weary of combating. It seems as if the influence of one bad man were equal to that of ten upright ones, but we know that it is not so. Virtue is mightier, and shall triumph in the end. Even the humblest follower of Right may be a powerful instrument. I sometimes think what a delightful surprise Heaven has in store for those who simply do their duty, and do it well, unconscious that their example is followed.

What a grave responsibility have the men in "the high places of the earth." How pained and shocked we are to hear of a corrupt ruler,

when we can so clearly foresee the effect upon his people. Oh that Albert Edward may, as the future king of England, develop a life that shall not be in contrast with that of his wise, excellent, and exemplary mother.

Who can hold up Napoleon Bonaparte as a guide to the youth of to-day? He little recked the value of human life, if his own false ambition was gratified. Men were slain by thousands, their homes desolated, their wives and children driven to despair,—all for one man who cared not to make his life beautiful. To be the founder of a line of kings was his sole aim. All we may learn from him is the littleness of such ambition. Turning from him, let me now recall one of our own heroes—crowned with laurel and cypress. Abraham Lincoln won no great battles on the field, as Napoleon did. His were the glorious victories of peace, and of the mind and heart, and the lesson for us to con is that of patient, generous struggle for the good of men; self-improvement, not self-aggrandizement; hatred of oppression; compassion for the erring; and full and free forgiveness of the penitent. Noble soul! “With malice towards none, with charity for all,” he lived and died, and lives again in the heart of the Nation.

The influence of the ministers of God’s word over the flocks entrusted to them, depends in great measure upon their daily life, not so much upon their manner of preaching. The sermons that touch the heart most are not spoken or written, but are felt and seen. Upon the example of the teacher depends the character of the pupil. One may sometimes fail to mould a scholar as he wishes, but if he himself practices what he has taught, he will not fail to give an impression, even though it only be to make his pupil admire virtue without imitating it. Many a time, when he has given up hope, and the two have parted, the glad tidings will come that his work has yielded fruit. “Cast thy bread upon the waters, for thou shalt find it, after many days.” Teachers sometimes fail to realize the value and power of their example. Surely, it is their duty to develop character as much as to train the mind.

The pupils themselves, especially the older ones, may exert much influence by their example. They should remember this, and seek to elevate the standard of the school in mind and manners, not alone in athletics.

Lives may be lost or saved, and minds debased or elevated, by the power of example. A young girl, by the sea, may discover human beings in peril on the waters, and as she thinks of her own safety, remember Grace Darling. A noble resolve animates her, which acted out, will rescue the perishing. A person constantly in the company of frivolous companions, will become narrow-minded and lose his desire

for self-improvement ; one who associates with refined and intellectual people, will, often unconsciously, imbibe their graces of mind.

The power of example may be compared to the influence of natural surroundings. How wonderful is the spell of beautiful scenery ; it calls forth all that is best and highest in our natures and inspires a yearning for still nobler ideals.

Above all, and beyond all, let us remember Him, who is the Great Exemplar of Mankind. Through the beautiful gospel which was shown in his life and by his sublime sacrifice, is the world made better and stronger. He it was who gave us this beautiful verse, "Let your light so shine before men that they may see your good works and glorify your Father which is in heaven."

It seems to me that I cannot better conclude than by quoting what the venerable President of Dartmouth University wrote, in a graceful paraphrase of an answer given by a former pupil at an exhibition here, to this question, "What is your idea of Music?"

"'Tis men who by their lives unfold,  
Men holy, wise, devout, upright,  
A psalm to our God on high  
Which swells in Heaven eternally."

#### ESSAY ON EMIGRATION, AND THE VALEDICTORY ADDRESS.

Prepared in writing and delivered in signs by William Coombs.

In the earliest stages of human society, when man's chief subsistence depended upon hunting and fishing, his wild wanderings over large territories could hardly be regarded in the light of emigration. These savages were merely tribes that adopted no fixed habitation. They left behind no trace whatever of any human element that necessarily contributes to the formation of a nation. Subsequently, the countries which they had traversed remained in an unchangeable condition, unless discovered and settled by the other tribes, or rather by more civilized people who were gifted with higher motives for the preservation and prosperity of their future generation. The intermingling of opposite races tends to produce new thoughts, new ambitions, and, in short, effects the culmination of one important purpose—that is, to found a nation and strengthen it, or to colonize other countries, apparently in order to enrich the parent province by returns yielded by these colonies. The geographical features were the primitive factors that determined the formation of human society. The earliest nations known to history were developed in the three great alluvial plains of the Nile, the Tigris and Euphrates, and the Indus. Here nature spontaneously produces all the needed articles of food, such as dates,



rice, and other cereals; and the fact that they, with slight labor, yielded immense returns, made a large population possible. Accordingly, in these fertile countries, men made permanent settlements, and this was, indeed, a great advance on the nomadic emigration of Abraham and Jacob, with their families and flocks and herds. If we go beyond the realms of profane history, we will find in the Hebrew Scriptures that the dispersion of races occurred in the "Land of Shinar," or Mesopotamia, in the Tigro-Euphrates basin, and also that this exodus was caused by the Providential impediment in the confusion of tongues to the progress of architecture in the Tower of Babel. As planters of colonies, the Phœnicians, who were the earliest commercial people on the Mediterranean shores, exerted an important influence over the progress of civilization and of political freedom. They emigrated to Greece under the leadership of Cadmus, who carried the alphabet there. This wonderful means of expressing thought was, in its crude form, quite unintelligible, but when it was introduced into Hellas, or what is now Greece, the Greeks at once proceeded to penetrate into the most abstruse mysteries of the alphabet and bring it up to a high standard of perfection. Thus Greek literature, enriched by the introduction of arts and sciences into Greece by the Egyptians, who were immigrants, became ablaze with the political orations of Pericles and Demosthenes—both of whom contributed greatly to the democracy of the Hellenic nation—and with the philosophies of Socrates and the logic of Aristotle. This fact may not be applied to the true meaning of immigration; but if the Phœnicians or Egyptians had not mixed themselves with the Hellenes, the "glory that was Greece" would never have dazzled the surrounding countries, which sent forth large numbers of immigrants, who were attracted by the more definite political relations to be found there. At the time of the conquest of Greece by Rome, the former's intellectual influence increased, till finally the great Roman Empire was Greek in point of arts and sciences, while it was Roman, viewed from a political standpoint. All talents and riches poured into Rome, by virtue of her foreign conquests, which made her the mistress of the world in the fifth century. When the Teutons, a powerful tribe in Northern Europe, had shattered the glorious empire, they immediately introduced her riches and talents into whatever country they happened to possess, and, as a consequence, arose to be a powerful nation.

The modern civilized kingdoms, empires and republics, of Europe, took their early steps toward a higher civilization after the breaking up of the great dominion of Rome. From this time to the fifteenth century, Europe was constantly occupied with wars, conquests, new empires, and the like. However true that these movements of the



people were purely of a military character, yet the countries in which they settled afterwards became powerful and prosperous nations. This state of things was due chiefly to the appearance in these countries of different classes of humanity, which, when mixed together, laid the foundations of the present political dominions of Europe.

During this stormy, yet promising period, America was shrouded in darkness. The old eastern hemisphere was supposed to be the only country in the world; but the problem of facilitating overland trade between Spain and India by water, resulted in the accidental discovery of America. The legends of Columbus, Vespucci, and the two Cabots; the explorations of Balboa and Ponce de Leon; the favorable maintenance of settlements of emigrants from Europe; these fascinating stories were the leading inducements for the constant, unprecedented stream of humanity that flowed from the other side of the ocean to the new Western World. The Pilgrims, actuated by the desire for freedom of religion and from civil strife, came to America, or rather emigrated there on a small scale, and laid the corner-stone of our Republic. They were immediately followed by other people, till the new country became the home of all nationalities. Various petty colonies were established, and they were at length united in one confederacy, known as the United States, the two chief objects of which were, one to strengthen her government, and the other, to prevent foreign interference with her affairs. One hundred years ago, the United States threw her doors wide open for the poor and oppressed of all nations. This liberal policy is the foundation of the rapid and wonderful development of our republic, which is now pronounced the best governed country in the world.

In conclusion, the rise and progress of the various nations of the world is, without doubt, the most definite consequence of the constant emigration from country to country. The history of emigration is, in the truest sense of the word, the history of mankind. Art, literature and science, have been diffused throughout the world by emigration, and many changes in politics and civil liberties have been effected during the wanderings of the different people over the globe. The variety of the natural resources of newly-found lands is a leading attraction to men, women and children, from older nations. The spirit of emigration carries with it new ideas on art, politics, morals and religion, while, on the other hand, that of immigration accepts them or changes them into a more elaborate form. These two different spirits, however, have the same end in view, which is to maintain the perpetuity of their subjects' countries, and have from time immemorial dominated the movement of human beings to secure larger freedom of thought and action.

*Honorable Gentlemen of the Board of Directors:*—In a few hours, we shall have passed out from your kind and watchful care. Through your wisdom and foresight, the Institution has been established on a secure foundation, and carried on most successfully. We shall ever carry with us sincere esteem for your great interest in us, during these years in which we have been pupils. May the richest reward for what you have done be vouchsafed you. Farewell.

*To the Principal, Professors and Teachers:*—To-day finds us possessed of a good education, and every possible requisite for our success in the new life we are about to enter upon. At one time, it seemed impossible to impart knowledge to those bereft of one of the most important senses, yet that you have refuted this fallacy, is attested by the result of your work for our welfare, both intellectual and moral. You have taught us not only the Word of God and our duty to Him, but also all the practical principles which govern the actions of civilized men, and the many interesting and instructive talks and sermons that you have accorded us, will always be present in our memory. Farewell.

*To the Superintendent and Officers of the Administrative Department:*—By the attention that you have paid to our physical necessities, we have been prepared to fight the battle of life. To you we owe a debt of gratitude for the various trades we have learned, in order that we might be able to support ourselves when school life was ended. We shall ever remember you as the good Samaritans who have comforted the weak and soothed the thirsty. We depart with the hope that you will be prospered in all the years to come. Farewell.

*Graduating Classmates:*—How sad it is to think that after to-day we shall no longer live together as brothers and sisters, who spent the happiest hours of life in the same institution. We have studied together ; we have played together ; together we have organized clubs and societies ; and never did we realize that we should some time be obliged to bid farewell to one another. But the time has come when we must leave the scene of our pleasant associations. Let us, however, be consoled by the reflection that though we shall be widely separated before the sun of to-day sinks below the western horizon, we can recall with pleasure our pleasant life while pupils in the Institution. May we abide by our class motto, "Through Trials to Triumphs," and so doing, we shall always uphold the reputation of our *Alma Mater*. Let this ever be our care ; and let us always remember that by the lives of her graduates is the honor of Fanwood sustained. Farewell.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Martha Hasty.

*Resolved*, That the Chardavoyne Prize, for penmanship and book-keeping, be awarded to Richard R. Tweed.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to William Coombs.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to May Martin.

All of which is respectfully submitted.

THOMAS GALLAUDET,  
J. HOOD WRIGHT,  
AVERY T. BROWN,

*Committee on the Annual Examination.*



The conclusion of the literary exercises was followed by the presentation of the certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 16, 1891.

#### PREAMBLE AND RESOLUTIONS.

**WHEREAS,** An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

**WHEREAS,** The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, *viz.* :—

Hiram Black,  
George Bohmler,  
Henry Cohen,  
Terry Fallon,  
Jeremiah Hayes,  
Teddy Keegan,  
William Kreicheldorf,  
George Krekel,

Charles Lehmer,  
Daniel F. Lynch,  
Morris Marks,  
Leslie G. Marshall, Jr.,  
Martin V. Schleich,  
Floyd Shufelt,  
Elizabeth M. Anderson,  
Emma Bammann,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved,* That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved,* That Myar Drasky, the term of whose appointment will expire on August 8, 1891, be, and he is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, to make up the period of five years to which he is entitled as a State pupil.

*Resolved,* That Fannie Welch, the term of whose appointment will expire on September 1, 1891, be, and she is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, to make up the period of five years, to which she is entitled as a State pupil.

*Resolved,* That Louis Unger, the term of whose appointment will expire on February 10, 1892, be, and he is hereby recommended to the

Superintendent of Public Instruction, to be continued under instruction for four years, to make up the period of five years to which he is entitled as a State pupil.

*Resolved, That*

Henry Bettels,  
James Britt,  
John J. McEvoy,  
William Moore,  
Andrew Paul,  
Hermann Probst,

Stanley Robinson,  
John H. Van Seggar,  
Johanna Buss,  
Mary Eaton,  
Mena Jost,  
Ann L. Waidler,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved, That* a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved, That*, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

Hiram Black,  
George Bohmer,  
Henry Cohen,  
Terry Fallon,  
Jeremiah Hayes,  
Teddy Keegan,  
William Kreicheldorf,  
George Krekel,

Daniel F. Lynch,  
Morris Marks,  
Leslie G. Marshall, Jr.,  
Martin V. Schleich,  
Frank A. Stryker,  
Floyd Shufelt,  
Elizabeth M. Anderson,  
Emma Bammann,

Charles Lehmer.

*Resolved, That* the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Archibald McL. Baxter,  
Henry Bettels,  
James Britt,  
Nicholas Burland,  
Gustave Erdman,  
Peter Fatier,

Andrew Paul,  
Herman Probst,  
Stanley Robinson,  
Burdette Smith,  
James Thompson,  
John H. Van Seggar,

Peter Glosque,  
John Goor,  
William Gurnee,  
Theodore Lorcer,  
Robert E. Maynard,  
William Moore,  
John J. McEvoy,  
Frank H. McMickle,

Antoine Wagele,  
Johanna Buss,  
Mary Eaton,  
Florence H. Hand,  
Eliza M. House,  
Mena Jost,  
Annie Phillipski,  
Ann L. Wailder,

Mary A. Zenner.

*Resolved*, That certificates for a modified course of supplementary study be awarded to

Henry J. Kennedy,

Dora Streeter.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

William Coombs,  
Richard R. Tweed,  
Agnes Craig,

Martha Hasty,  
Mary A. Kelly,  
May Martin.

*Resolved*, That the prizes for rapidity and accuracy in type-setting, be awarded as follows :

First prize, to Martin Glynn ; Second prize, to James Britt ; Third prize, to John Hogan.

*Resolved*, That prizes be given to the pupils of each division for proficiency in their respective trades, viz :—

#### SHOEMAKERS.

Division I.—William Gurnee.

Division II.—John H. Van Seggar.

#### CARPENTERS.

Division I.—Benjamin C. Dennison.

Division II.—Wesley Resue.

#### CABINET MAKERS.

Division I.—Louis F. Hermann.

Division II.—John Campbell.

#### TAILORS.

Division I.—Samuel Hofstater.

Division II.—Herman F. Beck.

**GARDENERS.**

**Division I.—James Ogle.**

**Division II.—Nicholas Burland.**

**GENERAL WORK.**

**Division I.—John H. Delaney.**

*Resolved*, That the prize for dressmaking, in the Matron's department, be awarded to Ella F. Taylor.

*Resolved*, That the prize for skill displayed in shirt making be conferred upon Emma Bammann.

*Resolved*, That the prize for plain sewing be adjudged to Maud Gibbs.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :

Division I.—First prize, Frank Avens ; Second prize, Morris Marks and Herman Lamm.

Division II.—First prize, Anton Suk ; Second prize, Henry Greenwald and Dora Streeter.

*Resolved*, That the prizes for proficiency in cooking be awarded, in Division I., to Mabelle S. Fish, and, in Division II., to Johanna Zettel.

*Resolved*, That the prize for improvement and scholarship in the first five years' course, be awarded to Emma Bammann.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Johanna Buss.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to Stanley Robinson.

*Resolved*, That the Cary Testimonial be awarded to Robert E. Maynard, for superiority in scholarship and character.

*Resolved*, That the Alstynne Prize, for general excellence of character and perseverance in well-doing, be awarded to Mary A. Kelly.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Agnes Craig.



*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Martha Hasty.

*Resolved*, That the Chardavoyne Prize, for penmanship and book-keeping, be awarded to Richard R. Tweed.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to William Coombs.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to May Martin.

All of which is respectfully submitted.

THOMAS GALLAUDET,  
J. HOOD WRIGHT,  
AVERY T. BROWN,

*Committee on the Annual Examination.*



TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1891.

RECEIPTS.		EXPENDITURES.	
From the State of New York for board and tuition of State pupils.....	54,812 40	For Groceries and Provisions.....	24,052 65
From Counties, for board, tuition and clothing of County pupils.....	31,676 95	For Salaries and Wages.....	14,198 76
From paying pupils, for board and tuition....	775 60	For Schools.....	321,652 29
From board of teachers.....	1,575 00	For Art Department.....	880 17
From Printing Office.....	928 93	For Clothing.....	4,084 34
From Discount on audited bills..	131 98	For Shoe Shop.....	2,121 09
From sales of coal.....	128 00	For Tailor Shop.....	1,855 57
From sales of clothing.....	63 67		8,061 00
From sales account Cabinet Shop.....	50 04	For Building and Repairs.....	4,142 54
From sales of books.....	38 50	For Carpenter Shop. ....	1,600 53
From sales account Tailor Shop.....	32 23	For Printing Office.....	5,743 07
From sales account Shoe Shop.....	18 00	For Garden.....	2,731 32
From sales of barrels .....	15 76	For Cabinet Shop.....	879 32
From sales of groceries.....	2 88	For Furniture .....	809 82
From sales of rags.....	2 45	Cooking School.....	2,087 11
From sales of dry goods.....	1 55	For Fuel and Lights.....	149 08
From sales of camphor.....	1 50	For Stable.....	8,566 19
From Real Estate & Building Fund, for deficit for the year.....	6,985 76	For Washing.....	824 79
		For Hospital.....	2,671 53
		For Contingent.....	989 14
			2,445 01
			996,741 20

## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frissol, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

REAL ESTATE AND BUILDING FUND.		DR.	CR.
1890.			
Oct. 1.	To balance from old account.....	246,325 18	
	" legacy of Mary Rogers.....	2,000 00	1,551 40
	" legacy of Benjamin F. Butler, Sr.....	18 49	625 08
	" principal of Bond and Mortgage No. 5	2,170 00	50 84
	W. 102d St. ....		11,935 20
	" principal of Bond and Mortgage 103		10 00
	W. 102d St. ....		2,170 00
	" on acct. principal of Bond and Mort-	18,000 00	18,000 00
	gage 1798 9th Ave.....	1,000 00	1,000 00
	" interest on Bonds and Mortgages.....	11,083 08	6,985 76
	" interest on balance in Trust Coa.....	455 39	243,886 01
	" damages awarded for opening 162d St.	5,118 00	
		<u>\$286,164 29</u>	<u>\$286,164 29</u>
1891.			
Oct. 1.	To balance from old account.....	\$243,886 01	
	Mem. - General Fund owes for advances made, \$49,216.25		
LIBRARY FUND.		DR.	CR.
1890.			
Oct. 1.	To balance from old account.....	4,167 86	79 05
	" interest.....	138 66	4,287 57
		<u>\$4,306 62</u>	<u>\$4,306 62</u>
1891.			
Oct. 1.	To balance from old account.....	\$4,287 57	

FRIZZELL FUND.		CR.
DR.		
1890.		
October 1.	To balance from old account.....	
	" interest	
		3,282 14
		<u>\$3,282 14</u>
1891.		
October 1.	To balance from old account.....	3,282 14

HARRIET STONER FUND.		CR.
DR.		
1890.		
October 1.	To balance from old account.....	
	" interest	
		187 97
		6 61
		<u>\$194 58</u>
1891.		
October 1.	To balance from old account.....	194 58

CARY FUND.		CR.
DR.		
1890.		
October 1.	To balance from old account.....	
	" interest	
		129 15
		4 54
		<u>\$133 69</u>
1891.		
October 1.	To balance from old account.....	133 69

RECAPITULATION.

Real Estate and Building Fund.....	243,886 01	Cash in N. Y. Life Insurance and Trust Co .....	22,753 81
Library Fund .....	4,237 57	" United States Trust Co.. .....	12,580 54
Frizzell Fund.....	3,282 14	" Bank of Metropolis .....	2,684 16
Harriet Stoner Fund.....	194 58	" Inst. for Savings of Merchants Clerks.....	5,845 97
Cary Fund.....	133 69	" Seamen's Bank for Savings .....	2,492 01
		Bonds and Mortgages.....	205,867 50
			<hr/>
			\$251,673 99
			<hr/>

STATE OF NEW YORK,                    }  
CITY AND COUNTY OF NEW YORK,        } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 31st        }  
day of October, 1891.            }

WILLIAM H. ROCKWOOD,  
Notary Public, New York.

[SIGNED.]       GEORGE A. ROBBINS.

## Report of the Superintendent.

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*To the Directors of the New York Institution for the Instruction of the Deaf and Dumb :—*

GENTLEMEN :—In accordance with the usual custom, I herewith submit the facts and incidents pertaining to the department committed to my care, for the year ending September 30th, 1891.

While that period has been characterized by no unusual event, there are substantial grounds for Thanksgiving on many lines, particularly for the general good health of our pupils, as reported by Dr. Alexander, the Attending Physician. Their immunity from serious or fatal sickness for several years past, when we consider the physical condition in which many of them came to us, is, to say the least, remarkable.

That the location of the Institution is a healthy one, admits of no question ; with a perfect system of drainage and ventilation, an abundant supply of water, in addition to the nourishing diet and health-giving regularity of their mode of life at the Institution, there is no reason why general good health should not prevail. In this connection, however, it is proper to say that the frequent visits of our pupils to their homes, has a decided tendency at times to nullify our efforts in maintaining a uniform condition of health. Many of their homes are located in the densely populated portions of the great city, in small, ill-ventilated apartments, which do not admit a ray of God's sunlight from January to December. As a consequence, the pupils thus environed, who leave us in good physical condition, for a brief period at home, rarely return in like condition. Our experience has been such in this regard, that we have come to dread the holiday seasons.

This system of home going, however, seems inevitable, particularly as many of the parents make it one of the conditions on which their

children will be allowed to remain connected with the school, that they shall be permitted to visit their homes at certain intervals ; besides, the spirit of that old familiar line,

“ Be it ever so humble, there is no place like home,”

is abroad in the land, and the idea is most firmly fixed in the minds of both parent and child.

### SUMMARY OF PUPILS

Connected with the Institution for the year ending September 30, 1891.

	Males	Females.	Total.
Number connected with the Inst. Sept. 30, 1890	210	100	310
Absentees dropped from the roll.....	15	5	20
Number present Oct. 1, 1890.....	195	95	290
Former pupils re-admitted.....	2	1	3
New pupils admitted.....	30	12	42
Whole number.....	227	108	335
Number who have left the Inst. during the year	16	8	24
Number connected Sept. 30, 1891.....	211	100	311

By the foregoing table, it appears that 335 pupils have been present during the year. Of this number, 227 were males, and 108 were females, who were supported as follows :—

By the State of New York.....	216
By the Counties of New York.....	85
By the State and Counties.....	25
By Parents and Guardians.....	6
By the Institution.....	3
Total.....	350

The twenty pupils dropped from the roll for non-attendance, as appears by the foregoing table, represent pupils who have from one to three years' time remaining to their credit on our books. Three of these subsequently returned, and were re-admitted, while seventeen of the number sacrificed their opportunity for obtaining an education so fully offered them by the liberality of the State, and to this arrangement parents and friends seemed to yield their willing assent.

The number of this class for the present year is below, rather than



above, the average, as by a careful comparison it is found that at least 8 per cent. of our numbers is lost annually from the result of this standing evil. Our books show an aggregate diminution of our number from this cause alone, for the past three years, of about 80 pupils. With the existence of this state of things, together with the fact that there is now established one school for the education of the deaf for every eight counties and a fraction in the State, the wonder is, not that our numbers are lessening, but that the ratio of attendance has been so well sustained.

The clause in the State law relative to the admission of State pupils making a three years' residence in the State requisite, is found occasionally to exclude very worthy pupils from receiving the benefits of an education, to which they would be entitled under the law at a later period. The result is a loss to the applicant, of some two years of the most favorable period for acquiring knowledge.

If this clause could be amended to read *one year* instead of *three*, it would prove a great blessing to this class, while the State would not suffer in the least by the change, as it would in reality expend no more for their education than it does under the three-years clause, the only difference being, the expenditure would begin two years earlier.

A catalogue of pupils is herewith submitted.

#### FINANCIAL.

The quarterly bills for the board and tuition of State pupils have been, as usual, rendered and collected by the treasurer direct.

All drafts or warrants received from the Counties of the State, for support of County pupils or clothing of State pupils, are now transmitted to the treasurer immediately after they are received and credited on the Institution books.

The miscellaneous petty collections from individuals, sales from shops, and from whatsoever other sources, have been promptly turned into the treasury by Superintendent's check.

Quarterly detailed statements, by the treasurer, of expenditures and receipts, have been transmitted to the State Comptroller at Albany.

The expenditures for the year, as shown by the treasurer's account, were.....\$96,741 20

The current receipts for the same period were..... 89,755 44

Leaving a deficit of..... \$6,985 76

The expenditure has been some two thousand dollars less than that for the year previous, and about seven thousand dollars less than that of five years ago.

The current receipts have also fallen off some two thousand as compared with the previous year, growing out of the continued diminution of the number of pupils, previously alluded to.

#### REPAIRS AND IMPROVEMENTS.

Under the advice and by direction of the Executive Committee, the necessary repairs to buildings and grounds were kept well up during the school term, and during the vacation months such matters as can best be done at that time were attended to.

The interiors of all the buildings were thoroughly renovated, and all necessary painting and kalsomining was done.

A large amount of steam fitting, and considerable plumbing, was done by the engineer and his assistant.

The roofs, gutters and leaders on all the buildings, received general attention—the gutters received a coating of Prince's Metallic Paint in oil—many of the older leaders being replaced by new ones.

New desks and benches were made and placed in boys' primary department, and a new three-seat water closet built for use of Mansion House boys.

A small tubular steam boiler was placed in basement of Mansion House, to take the place of the old one, which was considered unsafe.

For the accommodation of the older female pupils, the large dormitory, on the upper story of the south wing, has been divided by dwarf partitions, measuring four hundred and forty lineal feet by six feet six inches high, making fifteen rooms of varying size, accommodating from two to five beds each. A passage through the centre of the dormitory, one hundred feet by seven, gives ample space for ingress and egress. Over this passage-way the gaslights are arranged, so that no necessity exists for light in the respective rooms.

This improvement involved the expenditure of \$365.90 for lumber, the labor being performed mainly by the foreman of the carpenter shop, with the assistance of those of his boys who remained with us during the vacation.

The arrangement affords a certain amount of privacy which could not be secured in the large room, and is greatly enjoyed and fully appreciated by the occupants.

The radical changes made last year in all our dormitories, continue to give the utmost satisfaction; the woven-wire mattresses are all that could be desired, and are a source of gratitude on the part of the pupils to the Board for its liberality in authorizing the expenditure which has resulted so satisfactorily to all concerned.

The large pond east of the Hudson River Railroad, and on the westerly boundary of the Institution property, has been filled in

during the year, with rock and earth taken from the excavation made in opening One Hundred and Sixty-Fifth Street. It required 12,380 cubic yards of filling to bring the surface to one foot above the high-water mark. The area or surface of the ground thus made measures 80,400 square feet, equivalent to thirty-two city lots. The total cost of filling was \$2,500.

#### INDUSTRIAL.

That each one of our pupils who shall have reached a suitable age, shall have the opportunity to learn one of the trades taught at the Institution, is one of the fixed regulations of its management. The importance attached to this regulation is felt to be so vital in its bearing upon the future welfare of every pupil who graduates from the Institution, that special pains have been taken, money has been expended and effort made to encourage and carry out our plans, by which our pupils, male and female, shall be placed, so far as possible, in a position whereby they may, on leaving the Institution, gain, by their own efforts, a livelihood.

The trades taught our boys are Printing, Shoemaking, Carpentering, Cabinet Making, Tailoring and Gardening.

The female pupils are taught Dressmaking, Shirt Making, Tailoring, Plain Sewing and Cooking.

Three hours per day are given to industrial training, while the balance of the day is devoted to the class-room and recreation. There is, therefore, sufficient variety to interest, instruct and amuse, so that school life at the Institution is not only pleasant, but entirely relieved from monotony and unrest, which comes from long periods of study and work.

The parents of our pupils are invariably consulted in the selection of trades for their children.

In the conduct of our several industries, the one central idea kept in view is to benefit our pupils. In tabulating the results of their labors, the values given are simply a means of fixing the amount and character of work accomplished without reference to any monetary consideration.

Our industrial work for the year may be summarized as follows :

#### PRINTING.

Edwin A. Hodgson, in charge ; number of boys employed, twenty-eight ; from 13 to 21 years of age.

The activity and earnestness that has characterized this branch for several years has been most conspicuous during the year just closed. The result is that the progress of the pupils has been rapid. The amount of printing done for the Institution has been unusually large, including, as it did, a detailed report of the proceedings of the Inter-

national Congress of Teachers of the Deaf, that was held here in the month preceding the close of our last fiscal year. This book comprises 350 closely printed pages, and is a credit to the pupils who did the type-setting and press work. Our Annual Report, the *Deaf-Mutes' Journal* (every week), and all other work of the printer that the Institution required, has been promptly performed. There has also been printed a variety of job work for outside parties. Specimens of the work of the pupils are arranged for exhibition to visitors, by which the high degree of workmanship is clearly demonstrated. Mr. Hodgson's "Manual for the Guidance of the Printer's Apprentice" is used to facilitate and simplify the problems that confront the would-be compositor. The book was prepared to meet the special needs of deaf-mutes, and has been sought after and subsequently used by instructors in institution printing offices of other States. The graduates from our printing office readily secure employment and exhibit all the evidences of earning a prosperous livelihood.

Value of work done for the Institution.....	\$1,668 90
Custom work (cash received).....	928 98
	<hr/>
	\$2,592 88

#### SHOEMAKING.

John Lechthaler, in charge ; number of boys employed, twenty-two ; from 13 to 23 years of age.

Number of shoes made, 441 pairs. Value.....	\$1,080 98
Number of shoes repaired, 894. Value.....	608 35
Custom work (cash received).....	18 00
	<hr/>
	\$1,702 28

#### CARPENTERING.

Edward Clearwater, in charge ; number of boys employed, twenty-five ; from 12 to 22 years of age.

Value of work done for the Institution, in repairs and improvements.....	\$1,881 95
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#### CABINETMAKING.\*

C. Henry Intemann, in charge ; number of boys employed, twenty ; from 11 to 23 years of age.

Value of work done for the Institution in new furniture and repairing.....	\$466 08
Custom work (cash received).....	50 04
	<hr/>
	\$516 12

\*This shop was closed a portion of the year owing to the illness of Mr. Intemann, the foreman.

**TAILORING.**

Chas. Englehardt, in charge ; number of pupils employed, thirteen boys and twelve girls ; ranging from 12 to 24 years of age.

Number of coats and jackets made, 200.	Value.....	\$1,032 50
Number of pants made, 304.	Value.....	857 76
Number of vests made, 184.	Value..	323 75
Number of mattress ticks made, 32.	Value.....	32 00
		<hr/> \$2,246 01

**GARDENING.**

Albert Metzger, in charge ; number of boys employed during the summer season, eight ; ranging from 12 to 18 years of age. During the winter months, the boys are assigned to the several shops.

Value of produce furnished the Institution..... \$2,300 80

**COOKING.**

Alice D. Gillette, in charge ; two classes of the more advanced female pupils have received one lesson each per week. Most favorable progress has been made, and it is safe to predict that there is no work performed by the young ladies, which will make its mark more indelibly upon their future domestic life, than that done under the tutelage of Mrs. Gillette.

**SUMMARY OF ATTENDANCE DURING THE YEAR.**

INDUSTRIES.	MALES.	FEMALES.	TOTAL.
Printing.....	23		23
Shoemaking.....	22		22
Carpentering.....	25		25
Cabinet Making. ....	20		20
Tailoring.....	13	12	25
Gardening.....	8		8
Dressmaking.....		18	18
Shirt Making. ....		14	14
Plain Sewing.....		34	34
Total.....	111	78	189

In addition to their work as specified above, all the elder girls have assisted in household duties during alternate weeks, to the extent of one hour per day, that they might familiarize themselves with the details involved—a knowledge of which is not only essential but of the utmost importance to every female pupil of the school.

The younger pupils not classified, have no regular work assigned them, with the exception of some of the stronger of the small boys, who aid the supervisors occasionally in cleaning the grounds ; the balance alternate between study and play.

It is with feelings of sadness that I enter upon the year's record the death of Geo. P. Greenleaf. Mr. Greenleaf entered the services of the Institution October, 1883, and died October, 1890, having served it faithfully and well for seven years, first as clerk and later as assistant-steward, which position he held at the time of his decease. He died at Springfield, Mass., surrounded by his immediate relatives and the friends of his youth. A large circle of friends in this city, who had known him intimately during his connection with the Institution, mourned his loss as that of a genial friend and companion. For his widowed mother and family, sincere sympathy and heartfelt sorrow were felt and expressed.

In the month of November last, Mr. Geo. T. Newell, Jr., who for a year previous had acted as clerk, was appointed to the position made vacant by the death of Mr. Greenleaf, and Mr. W. G. Bassingthwaig the was appointed clerk to take the place of Mr. Newell, promoted.

Changes of first and third male supervisor, and that of night watch, were made early in the term, and one change of second female supervisor was made on the 1st of September last.

The thanks of this Institution are due to the management of the Roosevelt Hospital, for the admission and treatment of pupils, noted in the report of our attending physician, thus placing us under renewed obligations to that noble Institution, which in its great work of ameliorating the sufferings of humanity, is erecting a monument for itself which is destined to stand as long as time shall endure.

Our acknowledgments are also due to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institution, for a free admission to the pupils of the Institution with teachers and officers accompanying them.

To the Third Avenue Rail Road Company, for half-fare for pupils and officers attending the fair of the American Insitute.

In conclusion, allow me to again most respectfully, yet earnestly, call your attention to the great need of a gymnasium for our pupils.

In the present condition of our grounds, on account of the recent opening of streets and avenues, thereby contracting the area of our play grounds, the want of something of this kind was never felt more keenly than at present.

Respectfully submitted,

CHAUNCEY N. BRAINERD,

*Superintendent.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, *Oct.* 1, 1891.

**REPORT OF THE ATTENDING PHYSICIAN.**

**FOR THE YEAR ENDING SEPTEMBER 30, 1891.**

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—The story of the work done in the hospital department of the institution during the past year, is concisely told in the following table :

DISEASES.	Cases.
Abscess .....	1
Bronchitis.....	4
Contusions.....	7
Dermatitis.....	2
Eczema.....	2
Endocarditis.....	1
Erysipelas.....	2
Influenza.....	9
Intussusception.....	1
Necrosis of Humerus.....	1
Periostitis of Hard Palate.....	1
Pneumonia .....	2
Ringworm of Scalp.....	1
Remittent Fever.....	4
Sarcoma of Upper Jaw.....	1
Sprain of Ankle.....	1
Tonsillitis.....	45
Ulcer of Leg.....	1
Wound.....	1
Total.....	87

Two cases urgently required the performance of capital operations during the year, one of intussusception of the intestines, the other of sarcoma of the upper jaw. They were both sent to the Roosevelt Hospital, and have both since returned to us cured. There have been no deaths.

Yours respectfully,

W. T. ALEXANDER, M.D.



REPORT OF OPHTHALMOLOGIST AND OTOLOGIST.

38 EAST TWENTY-SIXTH STREET, NEW YORK CITY. }  
OCTOBER 1, 1891. }

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—It has been my pleasure to administer to the needs of the pupils of this Institution in my department, in so far as possible during the past year, and most gratifying is it to be able to report the general well being of our charges.

Frequent examinations of the eyes of pupils have been resorted to during this period, in order to attack any contagious outbreak in its incipency, and thus, by an early isolation and suitable treatment of the affected, protect the unaffected. That but few cases of contagious eye trouble have occurred, is very gratifying.

Before calling your attention to the appended list of diseases treated, permit me to express my appreciation of your liberality, as exemplified in the procurement of valuable instruments, which will be the means of greatly facilitating the work of diagnosis and treatment.

OPHTHALMOLOGICAL DEPARTMENT.

DISEASES.	NO.	CURED.	REMARKS.
Blepharitis.....	3	3	
Conjunctivitis.....	10	10	
Contraction and Chronic Induration of Eye-lids.....	1	1	Canthotomy, etc.
Leucoma Adherens.....	1		Early operation pending.
Myopia ....	2		Glasses ordered.
Hypermetropia.....	3		Glasses ordered.
Phthisis Bulbi.....	1		Enucleation advised.
Strabismus .....	1		Tenotomy advised.
Trachoma.....	8	5	Under treatment, 3.

OTOLOGICAL DEPARTMENT.

DISEASES.	NO.	CURED.	REMARKS.
Abscess Mastoidal.....	2		Under treatment.
Otitis Media Catarrhalis.....	5	3	Under treatment, 2.

Very respectfully,  
F. C. RILEY, M.D.

# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1891.

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## MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Alonzo, Romon, Jr.....	Brooklyn.....	Kings.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anderson, Wm. J.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Bachmann, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barry, Alfred G.....	Brooklyn.....	Kings.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Belch, James.....	Brooklyn.....	Kings.
Benson, Orris.....	Grahamsville.....	Sullivan.
Berg, Carl A.....	Brooklyn.....	Kings.
Berg, Felix M. E.....	Brooklyn.....	Kings.
Berg, Paul O. F.....	Brooklyn.....	Kings.
Bettels, Henry.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Block, Charles.....	New York.....	New York.
Bohmler, George.....	Maspeth.....	Queens.
Bowers, Wilbur L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brady, Daniel.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Burch, Louis.....	Bay Shore.....	Suffolk.

Name.	Town.	County.
Burke, James.....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.
Burland, Nicholas.....	Hurley.....	Ulster.
Burt, David.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Cambell, John.....	Troy.....	Rensselaer.
Carman, Squire S.....	New York.....	New York.
Carr, George W.....	Urbana.....	Steuben.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	North Hempstead....	Queens.
Cohen, Abraham.....	New York... ..	New York.
Cohen, Henry.....	New York.....	New York.
Conners, Frank.....	New York.....	New York.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Cox, John.....	Ellenville.....	Ulster.
Cullimore, John N.....	New York.....	New York.
Daly, Thomas.....	New York.....	New York.
DeLaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dingman, Stafford.....	Phœnix.....	Oswego.
Dittmar, John W. ....	New York.....	New York.
Doody, Thomas.....	Albany.....	Albany.
Drasky, Myar.....	Schenectady.....	Schenectady.
Droppe, Henry.....	New York.....	New York.
Durant, Joseph.....	New York.....	New York.
Dyer, Samuel J., Jr.....	Brooklyn.....	Kings.
Elflein, John A.....	Roxbury.....	Delaware.
Elliot, Michael.....	New York... ..	New York.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Erdman, Gustave.....	New York.....	New York.
Fallon, Terry.....	Fishkill.....	Dutchess.
Falte, August.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Fedrman, Isaac.....	New York.....	New York.
Ferguson, George J. R.....	Brooklyn.....	Kings.
Frayer, Frederick.....	Ashland.....	Greene.
Fried, Max.....	New York.....	New York.
Gaffney, James.....	Brooklyn.....	Kings.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Gilmore, William.....	New York.....	New York.

Name.	Town.	County.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Gomez, Joaquin.....	Socorro.....	Rep. Colombia.
Goor, John.....	New York.....	New York.
Gompers, Solomon A.....	Brooklyn.....	Kings.
Greenlaw, William J.....	New York.....	New York.
Greenwald, Henry A.....	New York.....	New York.
Gurnee, William.....	Wallkill.....	Orange.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hannon, Stephen.....	Kingston.....	Ulster.
Hartnett, Dennis.....	New York.....	New York.
Hatowsky, Louis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Heerdt, Herman.....	New York.....	New York.
Heffernan, William.....	Brooklyn.....	Kings.
Herrmann, Louis.....	New York.....	New York.
Hofstatter, Samuel.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Howard, Edmund.....	Brooklyn.....	Kings.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Isbell, Chester M.....	New York.....	New York.
Isquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiser, John.....	New York.....	New York.
Kennedy, Edward.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
Kidd, John W.....	Kingston.....	Ulster.
Kiernan, Peter J.....	New York.....	New York.
King, Frederick G.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Kniffen, Herman L.....	Middletown.....	Orange.
Koenig, Carl.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lamprecht, William.....	New York.....	New York.

Name.	Town.	County.
Landre, Herman.....	New York.....	New York.
Lane, Willard A.....	New York.....	New York.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Loesch, Anton.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, Daniel F., Jr.....	New York.....	New York.
Lynch, William.....	New York.....	New York.
McDonald, George B.....	Brooklyn.....	Kings.
McEvoy, John J.....	Fishkill.....	Dutchess.
McFarlane, Robert.....	Brooklyn.....	Kings.
McMickle, Frank H.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
Magerski, Eli.....	New York.....	New York.
Marks, Morris.....	New York.....	New York.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
Mendelsohn, Henry.....	New York.....	New York.
Mendez, Josias D.....	New York.....	New York.
Mentzinger, William W....	Brooklyn.....	Kings.
Meyers, James.....	Brooklyn.....	Kings.
Moeslein, Eugene.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morgan, Frank.....	Binghamton.....	Broome.
Morrison, Matthew H., Jr..	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Neal, William S.....	Bloomsburg.....	Pennsylvania.
Nimmo, Frederick M.....	Brooklyn.....	Kings.
Nuszek, Joseph.....	New York.....	New York.
O'Brien, John E.....	New York.....	New York.
O'Neill, John.....	Brooklyn.....	Kings.
O'Neill, Peter.....	Brooklyn.....	Kings.
Ogle, James.....	Newburgh.....	Orange.
Pace, Henry F. M.....	New York.....	New York.
Pape, Diedrich... ..	New York.....	New York.

Name.	Town.	County.
Paul, Andrew.....	Brooklyn.....	Kings.
Perry, Robert D.....	Sault Ste Marie.....	Michigan.
Peterson, Herman A.....	Brooklyn.....	Kings.
Picard, Francis.....	Albany .....	Albany.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Piggott, John C.....	North Tarrytown.....	Westchester.
Postlethwaite, William D...	New York.....	New York.
Powell, Henry.....	New York.....	New York.
Powers, James.....	Flushing.. ..	Queens.
Prinsinzing, Henry. ... ..	New York.....	New York.
Probst, Herman.....	New York.....	New York.
Rappholdt, Edward.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reiff, Anthony C.. ..	Brooklyn.....	Kings.
Renner, William.....	New York.....	New York.
Resue, Wesley.....	Olive .....	Ulster.
Riley, James.... ..	Brooklyn.....	Kings.
Robinson, Stanley.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Ryan, Robert S.....	Westchester.....	Westchester.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots .....	Kings.
Satow, Frederick.....	New York.....	New York.
Schliech, Martin, Jr.....	Brooklyn.....	Kings.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Sigal, Beril.....	Brooklyn .....	Kings.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Benjamin.....	New York .....	New York.
Slinn, Edward.....	Ramapo.....	Rockland.
Slaven, Henry.....	Unadilla .....	Otsego.
Smith, Burdette.....	Albany .....	Albany.
Smith, Edward.....	Hempstead.....	Queens.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.. ..	Grahamsville .....	Sullivan.
Smith, Samuel D.....	Brooklyn.....	Kings.
Solomon, Isra Leo.....	New York.....	New York.
Somel, Louis.....	New York.....	New York.
Sorenson, John.....	New York.....	New York.
Spells, William H.... ..	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.

Name.	Town.	County.
Stacy, Albert.....	Palmyra .....	Wayne.
Stauch, John.....	New York.....	New York.
Stryker, Frank A. ....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.
Suwalsky, Louis.....	New York.....	New York.
Taplin, John E.....	Brooklyn.....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thompson, James.....	New York.....	New York.
Thompson, Robert J .....	Yonkers.....	Westchester.
Tibner, Ulysses G.....	Brooklyn .....	Kings.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Unger, Louis.....	New York.....	New York.
Utrazanka, Charles.....	Newburgh .....	Orange.
Van Segger, John H.....	New Lots .....	Kings.
Vernon, Christian E.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn.....	Kings.
Watson, William W.....	Yonkers.....	Westchester.
Weinberg, Isaac.....	New York.....	New York.
Werr, Franklin H .....	Bloomington.....	Sullivan.
Willis, Henry.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Wink, Frederick.....	New York .....	New York.
Woessner, Charles.....	New York.....	New York.
Wolk, Israel.....	New York.....	New York.
Wood, Frank J.....	New York.....	New York.
Young, Howell O.....	Yonkers.....	Westchester.
Zerovitch, Harry.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.
Zundt, Edward.....	Brooklyn.....	Kings.

## FEMALES.

Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Baker, E. Clarabel.....	Brooklyn.....	Kings.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn.....	Kings.
Berliner, Sarah.....	New York.....	New York.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Syracuse.....	Onondaga.

Name.	Town.	County.
Block, Bertha.....	New York.....	New York.
Bogatiska, Margaret.....	New York.....	New York.
Bolender, Jennie.....	Brooklyn.....	Kings.
Bopp, Katie.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bullis, Lillian.....	Kingston.....	Ulster.
Buss, Johanna.....	Middletown.....	Richmond.
Byron, Florence M.....	New York.....	New York.
Caddy, Emma F.....	Rondout.....	Ulster.
Cantine, Mary E.....	Kingston.....	Ulster.
Clortie, Mary.....	New York.....	New York.
Collegan, Lena.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Curci, Francesca.....	New York.....	New York.
Day, Lura.....	Tompkins.....	Delaware.
Eaton, Mary.....	Brooklyn.....	Kings.
Echols, Agnes E.....	New York.....	New York.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Gabie, Florence.....	Yonkers.....	Westchester.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Goldstein, Leah.....	New York.....	New York.
Grant, Maud.....	Newburgh.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hemphill, Julia A.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hoenack, Elsa.....	New York.....	New York.
Hoffman, Mary.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Hopfer, Dora.....	Brooklyn.....	Kings.
House, Eliza M.....	Brooklyn.....	Kings.
Hutschinreuter, Hetwich....	New York.....	New York.



	Name.	Town.	County.
	Hutton, Nevada B.....	Brooklyn.....	Kings.
	Jaycox, Martha.....	New York.....	New York.
/	Jost, Mena.....	New York.....	New York.
	Judge, Alice.....	New York.....	New York.
/	Kelly, Mary A.....	New York.. ..	New York.
	Kempf, Catharine. ....	New York.....	New York.
	Knorr, Eliza.....	New York.....	New York.
/	Kortright, Nellie.....	New Lots.....	Kings.
/	Kuehn, Bertha.....	Fishkill.....	Dutchess.
	Kummer, Louisa.....	New York ....	New York.
	Kurz, Josephine.....	New York.....	New York.
/	Larsson, Emma C.....	Stony Point.....	Rockland.
/	Levy, Jane.....	New Lots.....	Kings.
	Little, Antoinette.....	Newburgh .....	Orange.
	Martin, May.....	Riverhead.....	Suffolk.
	McCatty, Ellen M.....	Brooklyn.....	Kings.
	McGirr, Kate.....	New York.....	New York.
/	Millard, Cora L.....	Beekman.....	Dutchess.
	Miller, Eunice.....	Gilboa .....	Schoharie.
	Moore, Anna A.....	Wappinger's Falls....	Dutchess.
	Muller, Margaret A.....	New York.....	New York.
	Norton, Elizabeth.....	Binghamton.....	Broome.
	Ogle, Catherine.....	Newburgh.....	Orange.
	Ogle, Elizabeth.....	Newburgh.....	Orange.
	Ottmer, Katie F.....	Brooklyn.....	Kings.
/	Palmer, Elizabeth A.....	Troy.....	Rensselaer.
	Patterson, Grace.....	Tarrytown.....	Westchester.
/	Pearce, Mabel C.....	Kingston.....	Jamaica, B.W.I.
	Peter, Christina M.....	New York. ....	New York.
	Phillipski, Annie.....	Yonkers.....	Westchester.
	Pinder, Edna.....	Middleburgh.....	Schoharie.
	Poblinski, Bessie.....	New York.....	New York.
	Quinn, Annie.....	New York.....	New York.
/	Rapp, Mary E.....	Albany.....	Albany.
	Rubuen, Golde.....	New York.....	New York.
	Russel, Agnes.....	Newburgh.....	Orange.
/	Sanford, Millie L.....	Rhinebeck .....	Dutchess.
	Schaefer, Catherine.....	New York.....	New York.
/	Schoonmaker, Amanda.....	Rochester.....	Monroe.
/	Sherwood, Carmie.....	Phillipsport.....	Sullivan.
/	Snedden, Kate A.....	New York.....	New York.
	Spahn, Bertha.....	New York.....	New York.

Name.	Town.	County.
Spieles, Katie.....	New York.....	New York.
/ Starbuck, Anna L.....	Malta.....	Saratoga.
/ Streeter, Dora.....	Canojoharie.....	Montgomery.
Tanzas, Mary.....	New York.....	New York.
/ Taylor, Ella F.....	New York.....	New York.
/ Taylor, Selina.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
. Towers, Florence L. I.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Turner, Louise.....	Brooklyn. ....	Kings.
Van Valkenburg, Carrie B..	Oswego.....	Oswego.
Waidler, Ann L.....	Long Island City.....	Queens.
Welch, Fannie.....	Brooklyn.....	Kings.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.

## A P P E N D I X.

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### TERMS OF ADMISSION.

1. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health and all matters other than those connected with education, must be addressed to the superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the principal.

The post-office address of the institution is Station M, New York.

VI. The selection of pupils over 12 years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under 12 years and

over 6, may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, Town, County, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read on the lips?
13. Is he cleanly or otherwise?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision,

eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox ?

19. Has he had the Scarlet-fever ? Measles ? Mumps ? Whooping-cough ?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?

21. Are there any other cases of deafness in the family, among relatives or ancestors ?

22. What is the name of the father ?

23. Where was he born ?

24. What is the name of the mother ?

25. Where was she born ?

26. What is the name and Post-office address of the correspondent ?

27. What is the occupation of the father ?

28. Have either of the parents died ?

29. Has a second connection been formed by marriage ?

30. Were the parents related before marriage—*e. g.*, cousins ?

31. What are the names and ages of their children ?

32. What has been the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?

33. Has he any special mark or peculiarity of appearance ?

34. Color, color of eyes, stature, color of hair ?

35. How long has the applicant lived in the State of New York ?

36. How long in the country above named ?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York ?

38. How long in the county above named ?

39. By whom is this information given ?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## **LAWS AND BLANK FORMS**

### **RELATING TO THE ADMISSION OF PUPILS.**

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#### **CHAPTER 325, LAWS OF 1863.**

**As amended by Chapter 213, entitled, "An act relative to the care and education of deaf-mutes."**

**PASSED, APRIL 29, 1875.**

*The people of the State of New York, represented in Senate and Assembly, do enact as follows :*

**SECTION 1.** Whenever a deaf-mute child under the age of twelve years shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

**§ 2.** Any parent, guardian or friend of a deaf-mute child within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

**§ 3.** The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10. (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 20, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State, for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of

this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amended section 9 of title 1 of chapter 555 of the Laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, or guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

## APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of....., } ss.:

.....of the town of.....in said county, hereby  
certificates that he is the.....of.....a deaf-



mute child, residing in said town, and who was born on the....day of  
 .....18 , and that in consequence of the want of educa-  
 tion, the health, morals and comfort of said child may be endangered  
 or not properly cared for ; and the undersigned hereby makes appli-  
 cation for the said child to be placed in the New York Institution for  
 the Instruction of the Deaf and Dumb, for support and education,  
 pursuant to chapter 325 of the Laws of 1863, as amended by chapter  
 213 of the Laws of 1875.

Dated....., 18 .

### CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the  
 Institution.*

STATE OF NEW YORK, }  
 County of....., } ss.:

I have this day selected.....of the town of.....  
 county of....., son [or daughter] of....., who was  
 born on the.....day of....., 18 , as a county  
 pupil in the New York Institution for the Instruction of the Deaf and  
 Dumb, from the.....day of...., 18 , to the....day  
 of....., 18 , (he being then twelve years of age), to be educated  
 and supported therein during that period, at the expense of the county  
 of.....in conformity with the provisions of chapter 325,  
 Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }  
 ..... of the town of  
 .....

Dated....., 18 .

### APPLICATION

#### FOR THE ADMISSION OF STATE PUPILS.

*To the Managers of the New York Institution for the Instruction of  
 the Deaf and Dumb, at 163d Street and Eleventh Avenue, New  
 York City:*

The undersigned, desiring to procure the admission of.....  
 .....as a State pupil, in the Institution above named for  
 the purpose of receiving the benefits of education, would submit the  
 following statement of facts :

State the real and full name of applicant.

. Answer.....

State the residence of the applicant, as follows :

State,.....County,.....Town or city,.....

NOTE.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,....

State how long the above named parents, guardians or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....!

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said institution ?

Answer.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this....:....day of.....18 ..

NOTE.—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that .....  
is the parent, guardian or relative of applicant above named, and that  
the above statement signed by.....is true to the best of.....  
knowledge and belief.

Sworn to before me this..... }  
day of.....18 . }

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence  
for believing that the foregoing statement is correct, and would  
recommend the application to the favorable consideration of the  
Superintendent of Public Instruction.

To the Hon.....

*Superintendent of Public Instruction, Albany, N. Y.:*

The undersigned hereby recommend that the above named appli-  
cant.....be  
appointed a pupil in the New York Institution for the Instruction of  
the Deaf and Dumb at New York for the term of..... years,  
from.....and that clothing be furnished by

*Superintendent.*

### FORM OF BOND.

Know all men by these presents, that we.....of  
.....in the county of.....and State  
of....., and.....of.....  
in the county of.....and State of .....are  
held and firmly bound unto.....the treasurer of the New  
York Institution for the Instruction of the Deaf and Dumb, and his  
successor in office in the sum of.....dollars, for  
which payment, well and truly to be made, we bind ourselves, our  
heirs, executors, and administrators, jointly and severally, firmly by  
these presents.

Sealed with our seals. Dated at.....this.....  
day of.....A. D.....

Whereas.....of... ..in the county  
of.....and State of.....has  
been or is about to be admitted as a pupil in the institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if the  
above named obligors shall well and truly pay, during the con-  
tinuance of the said....., as such pupil, the sum of  
three hundred dollars per annum for.....board and tuition, semi-  
annually in advance, and shall also pay in advance the sum of fifty  
dollars a year for clothing, and shall also pay on demand all sums  
charged to the account of said.....for money or necessary  
articles furnished to said.....; and shall also pay interest  
on each bill, from and after the time it shall become due, then this  
obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
presence of }

..... [L. S.]

..... [L. S.]

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### SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise about twenty-six  
acres, and are located upon the banks of the Hudson river at Wash-  
ington Heights, between One Hundred and Sixty-second and One  
Hundred and Sixty-fifth Streets. The entrances to the grounds are  
at the junction of Amsterdam Avenue (formerly Tenth Avenue)  
and Kingsbridge Road, near One Hundred and Sixty-third Street,  
about nine miles from the City Hall.

The institution can be reached by all elevated railroads to Harlem,  
and thence by cable road on One Hundred and Twenty-fifth Street, to  
One Hundred and Sixty-second Street on Amsterdam Avenue.

### PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions  
of the school, there are two occasions of more than ordinary interest  
when public exercises are held in the chapel, viz: At the annual  
election of officers and directors, on the third Tuesday of May, and  
at the close of the academical term, on the second Tuesday of June,  
answering to commencement in other seminaries of learning. The  
members of the institution are earnestly requested to attend on these  
occasions, notice of which will be given in the newspapers.

### FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruc-  
tion of the Deaf and Dumb," incorporated by the Legislature of New  
York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

EPHRAIM HOLBROOK,	SETH GROSVENOR,
WILLIAM DENNISTOUN,	SIMON V. SICKLES,
ELIZABETH DEMILT,	THOMAS C. CHARDAVOYNE,
MADAME ELIZA JUMEL,	JAMES ANDERSON,
SARAH STAKE,	THOMAS FRIZZELL THOMPSON,
SARAH DEMILT,	THOMAS RILEY,
JOHN NOBLE,	JAMES N. COBB,
THOMAS EGGLESTON,	ELIZABETH GELSTON,
SAMUEL S. HOWLAND,	ROBERT C. GOODHUE,
THOMAS EDDY,	DANIEL MARLEY,
BENJ. F. WHEELWRIGHT,	ELIZA MOTT,
MARIA M. HOBBY,	SAMUEL WILLETTS,
BENJAMIN ABRAMS,	JAMES KELLY,
JOHN ALSTYNE,	LEONA L. BOLLES,
MARY ROGERS,	BENJAMIN F. BUTLER, SR.

**SEVENTY-FOURTH ANNUAL REPORT**

**AND**

**DOCUMENTS**

**OF THE**

**New York Institution**

**FOR THE**

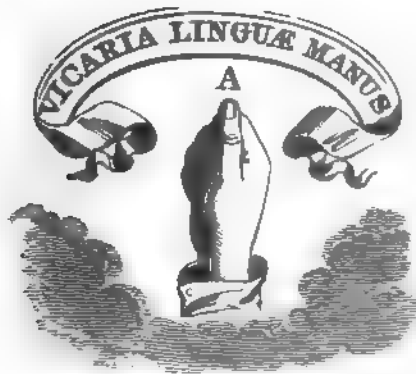
**Instruction of the Deaf and Dumb,**

**TO THE**

**LEGISLATURE OF THE STATE OF NEW YORK.**

**For the Year 1892.**

---



**NEW YORK :**

**PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1893.**

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

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**NEW YORK :**

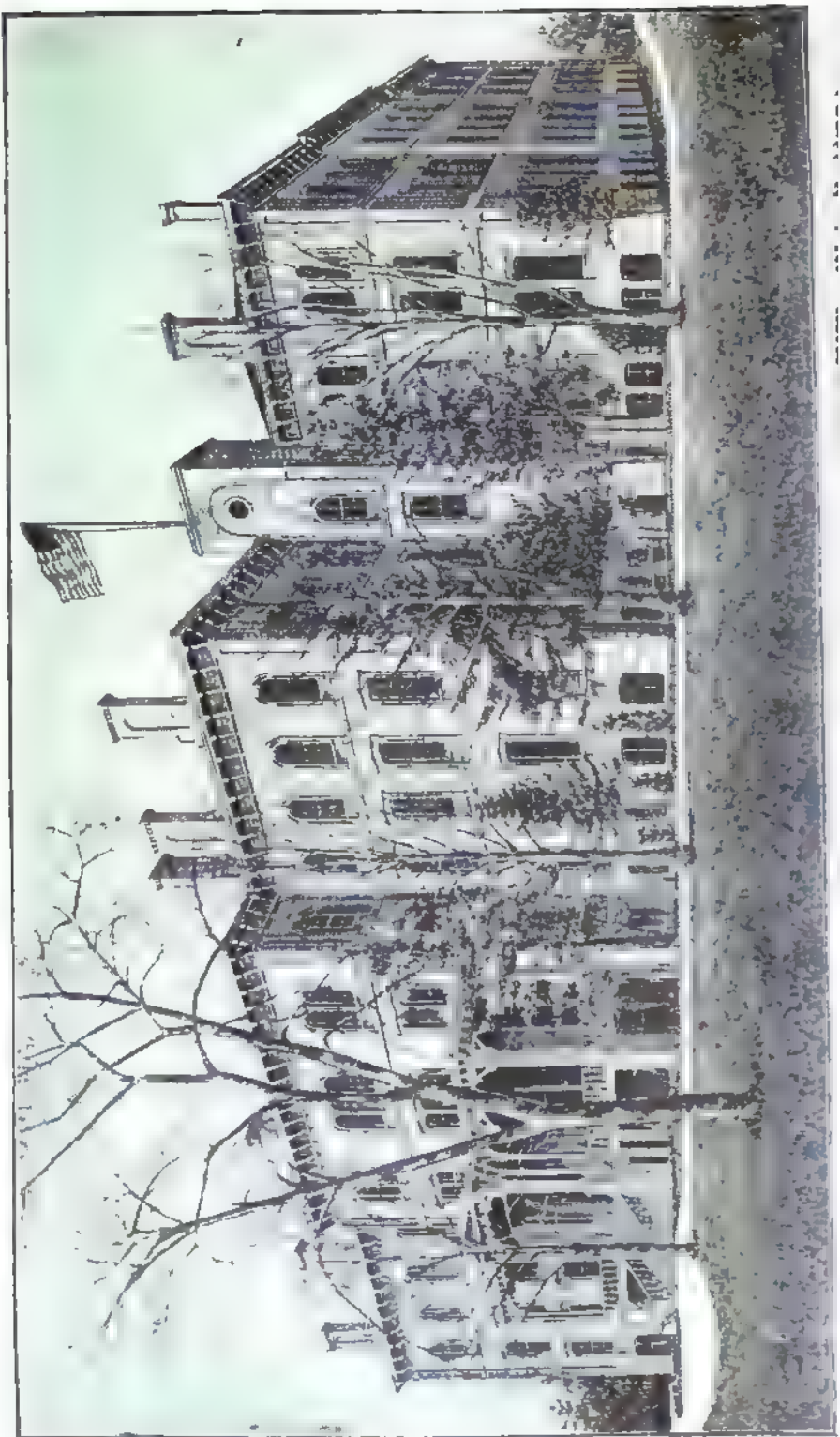
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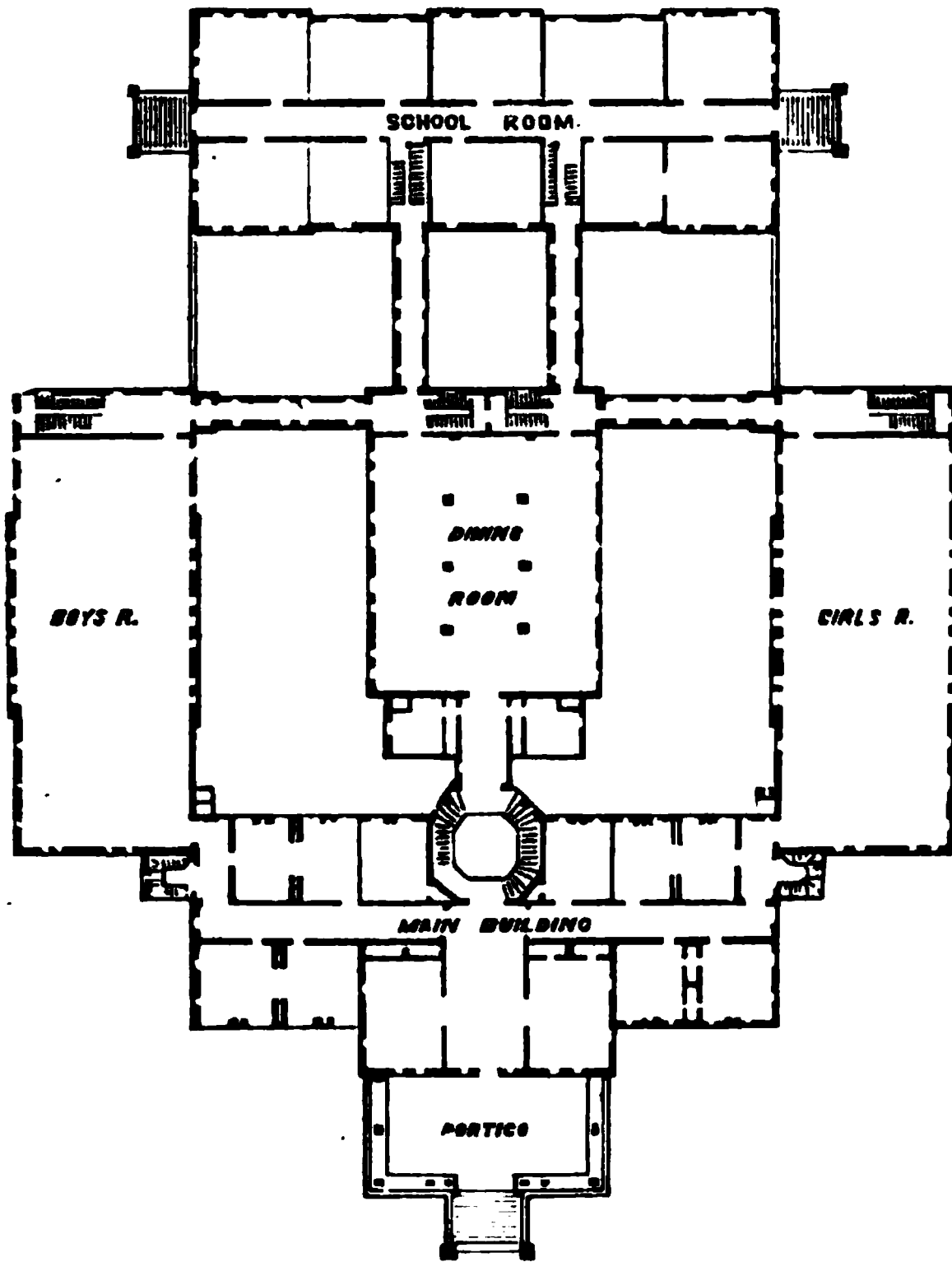
**1893.**



*The Principal*







**PRINCIPAL FLOOR.**  
**SCALE.**  
0 25 50 100 ft







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ALBERT H. KING.

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TRADES SCHOOL BUILDING.

# INDUSTRIES AND TRADES.

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# SEVENTY-FOURTH ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York their Seventy-Fourth Annual Report, for the year ending September 30th, 1892.

With this report are also submitted the separate reports of the Principal, Superintendent, Physician, Ophthalmologist and Otologist, Treasurer, and Committee on the Annual Examination, which give information in detail of each department in the Institution, the methods used, and the progress made.

The Superintendent's report shows that at the end of the year, 296 pupils were connected with the Institution, of whom 208 were males and 88 females. During the entire year 330 pupils have been present, of whom 225 were males and 105 females.

The decrease in numbers is mainly due to the fact that some of the pupils leave the school earlier than they should, and engage in business just at the time when a year or two more of education would do the most good.

We would again respectfully urge on your honorable body the passage of a compulsory education law for deaf-mutes, and an amendment to the law which makes three years' residence in the State requisite to admission, by changing the necessary time of residence to one year.

During the year the children were taught by sixteen teachers, including the Principal, of whom four taught articulation and lip-reading only; one taught drawing and applied art; and the others taught English language and other studies.

More and more attention has been paid to teaching articulation, but always in conjunction with the sign-language, or what is called the Combined System, and which we consider the best.

The report of the Committee on the Annual Examination which was held in June last, shows in full our plan of operations, and is worth a careful reading and study by all who are interested in deaf-mute instruction. The examiners have written their reports, which are here appended.

Special attention has been paid to manual training and technical

instruction, that each pupil may, when he leaves us, have the means of earning his living.

In the Art Department great progress has been made, and pupils fitted for art work, for which there is a great demand.

In the report of the Principal are discussed the value of the Combined System of instructing the deaf, the general objects aimed at in their education, and the particular methods employed in teaching, both written and spoken language; the teaching of art and the mechanical trades; the subject of physical, in its relation to mental, exercise, with a description of the calisthenic performances of the girls and the athletic achievements of the boys.

We would again urge upon your honorable body that the allowances for State pupils should be increased from \$250 to \$300 per annum.

The Institution is run on an exceedingly economical basis, and yet there is a deficit of \$5,399.04 in the general account.

And if we could afford it, we would be benefitted by having a larger number of teachers, so that each pupil could have more of the teacher's attention and care.

The report of the Physician shows a remarkably good state of health, despite the drawbacks of the occasional visits of pupils to their homes, after which they return in not as good a condition as when they left.

This Board, thoroughly appreciating their responsibility in the management of so large an Institution, have endeavored in the past, and will endeavor in the future, to discharge their duties in a complete and conscientious manner.

They fully appreciate and acknowledge the liberality of your honorable body in the past, and confidently hope for your favorable action as to the foregoing suggestions for the future.

ENOCH L. FANCHER,  
*President.*

THATCHER M. ADAMS,  
*Secretary.*

## REPORT OF THE PRINCIPAL.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—A review of the work accomplished by this Institution, as one of the agencies employed by the State to carry out the provisions of law for the education of the twelve hundred children and youth, who, by reason of deafness, cannot avail themselves of the schools and academies established for the hearing, necessarily touches on many points that cannot fail to awaken the sympathy of the benevolent or to attract the intelligent attention of those interested in the development of mental, moral and social science. It is, therefore, with a sense of peculiar responsibility that I present to you, herewith, the report required of me at this time.

The oldest, and for a long period the only school of the kind in the State, the Institution has, during the seventy-five years of its corporate existence, sent forth three thousand and fifty-one deaf-mutes, most of them able to maintain themselves in the various departments of productive industry, and to discharge intelligently the duties of citizenship.

Though its field has been narrowed by the establishment of seven other institutions in different parts of the State, it continues to perform its mission in a manner which long experience has proved to be sound in philosophy and practical in efficiency.

The number of teachers, including the Principal, is sixteen, of whom eight are males and eight females. Of these, there are six thoroughly trained deaf teachers, who have been rendered competent for their position, not only by education and temperament, but also by the circumstance that they have themselves passed through the several gradations through which they are obliged to take their pupils. The others are hearing gentlemen and ladies of exceptional experience and ability. The latest addition to the faculty of instruction is Mr. George Ray Hare, a graduate of Amherst College, who has fitted himself for our work by a thorough course of study and practice in the Normal Department of the National College for Deaf-Mutes, in Washington, D. C. He entered upon his duties in the month of September last.

Of the pupils in attendance in the year ending on the 30th of September, 1892, there were supported by the State of New York, under appointment by the Superintendent of Public Instruction, 213 ; by the Counties a part of the year, and afterward by the State, 13 ; by the Counties (children under 12 years of age), 97 ; by their friends, 4 ; and by the Institution, 3 ;—a total of 330, divided as to sex in the proportion of 221 males to 109 females.

The system by which they are raised out of a condition marked by utter ignorance of the language of the country, and by the absence of all the ideas and the knowledge that originate from association with persons endowed with all their faculties, up to the full enjoyment of the blessings that are the common heritage of the civilized among mankind, has come to be recognized under the name of the Combined System, a term intended to convey the idea that the instruments employed are not only the sign-language, the manual alphabet and writing, but also speech addressed to the eye of the deaf, and artificially produced by their own vocal organs, the last named, when successfully acquired, being susceptible of substitution for the others in the daily routine, as well as valuable in the way of communicating with hearing persons outside of the Institution.

In the society of the Institution is to be found an enlarged, refined and explicit language of gestures, to which the young deaf-mute is introduced when he enters upon his course of instruction, and which he acquires naturally and without effort, as other children do spoken language. Through this, he is able to share in the knowledge diffused through the community of which he now forms a part, to converse with his fellows with ease and enjoyment, to gain information from daily lectures, and to participate in the discussion of questions of which he would not have even an inkling, if he had to wait till, with laborious effort, he had mastered the, to him, foreign language of words.

In this instrument, placed in his hands by nature, he fortunately finds a great assistance in learning to read intelligently and to write correctly.

Objects and pictures can be freely used in teaching him the signification of words expressing names and qualities, and simple directions may be given with the manual alphabet or in writing, which, when performed, become the basis of questions, the answers to which must take the form of direct statements, but it is in enabling him to realize the meaning and force of connected idiomatic discourse that the teacher finds his familiarity with signs an incalculable advantage. After he has acquired a small vocabulary embracing different parts of speech, and has come to understand the assertive power of the verb,

the teacher begins to make all his communications in simple English. For the sake of exciting his interest, he often tells him little stories by spelling them out with his fingers, sentence by sentence, and requires the pupil to make a responsive sign for each word and phrase, to indicate his knowledge or want of knowledge of its meaning, himself making the necessary explanations when the pupil is at fault. The pupil then writes out the sentence in the exact words in which it has been given. In this way are imparted all the simple forms of expression that the pupil will have occasion to use, and thus he is enabled, early in his course, to write little letters to his friends and to converse with his teacher in the language he is acquiring.

Following this method, the English language is poured into his mind, till he is able to use it freely and to express in writing all the ideas he may have gained from reading or from other sources. Many of these ideas he has derived from the interchange of thought constantly going on in signs outside of the schoolroom, and from the frequent occasions on which the whole body of pupils is addressed in the only language through which the effects of eloquence can be produced upon the congenitally deaf.

To him the sign-language is an inspiration. It is a language of thought, not of words, but it does not in the slightest degree affect unfavorably his use of the English language. Frequent are the mistakes he makes in his attempts at original composition, but this is because his knowledge of idiomatic phraseology has not yet overtaken the onward march of his untrammelled thought. These very mistakes, moreover, are a benefit and not a drawback, for they furnish to the teacher an opportunity, when he revives his work, to show him the verbal forms best adapted to the expression of a given idea. To prevent a deaf-mute from committing any errors in writing during his course, it would be necessary to pursue a method that would limit the operation of his mind to the advancement he should make in the use of words, a repression which, to say the least, would be unfortunate. As an exercise bearing upon this point, the pupil is often encouraged to tell his teacher something in signs and then express it in words, the teacher showing him wherein he has failed. The tendency of this is to secure exactness both in signs and in words. When the equilibrium is reached, and signs and words are interchangeable, we find that a far greater gain has been obtained than would have been the case had he been dwarfed intellectually, by being absolutely prevented, were that possible, from using the natural language in which his soul delights.

As soon as the pupil's knowledge of verbal language will justify it, text-books are placed in his hands, and he has lessons in the various branches taught in common schools. Up to this time, grammar

has been learned incidentally. Now it is taught systematically. This is greatly facilitated by the use of a very ingenious set of symbols, by means of which all the parts of speech are distinctly represented to the eye. Each of these symbols can be so modified that the inflections of nouns and pronouns, the comparison of adjectives, and the various moods and tenses of the verb, as they appear in the sentence, can be perceived at a glance. They can, moreover, be so arranged as to exhibit, not merely the simple relations of the adjective and adverb to the noun and verb which they respectively modify, but also the relations of adjectival and adverbial phrases and clauses to the same parts of speech, the phrase being surmounted by a brace over which the symbol for adjective or adverb is placed, and the clause being enclosed by a combination of the brace and parenthesis with the appropriate symbol above it. In this way the whole subject of primary and subordinate sentences is made so clear and simple, that the deaf-mute finds no difficulty in understanding that which, as presented in ordinary grammar, seems so complicated.

Arithmetic, which has been taught from the first, by exercises in numbers, now receives a more systematic development; while with geography and history, the pupil becomes especially familiar, because he has been prepared for these studies by frequent lectures delivered in signs and illustrated by the stereopticon.

Those of our pupils composing the "High Class," pursue an advanced course, such as is followed in Normal Schools and Academies. Quite a number have been fitted for and admitted into the National College for Deaf-Mutes. Three of these had completed the course pursued in other Institutions, where the standard of attainment was not so high, and came to us for the additional instruction required. We have two such pupils now, who, but for the facilities afforded by us, could not hope to obtain the benefit of a liberal education.

Each of our pupils has a daily lesson in articulation and lip-reading, the basis of which is a set of symbols devised by Prof. A. Melville Bell, representing pictorially the several positions of the organs of speech in uttering the different sounds of the English language. This constitutes a phonic alphabet, the successful mastery of which will enable any deaf-mute to speak and to read the lips.

The consonants are taught as initials and terminals in connection with the open vowel sound *a**h*, as for instance, *pä*, *bä*, *mä*, *fä*, *vä*, *whä*, *äp*, *äb*, *äm*, *äf*, and *äv*, in which the consonant sound depends upon the position of the lips. As the teacher utters the combination, the pupil represents it both by symbols and by ordinary letters, and then pronounces it audibly. When the consonant sounds have been learned,

the eighteen vowel sounds are taught in four groups. As each group is learned, the teacher gives a number of little sentences, each embracing all the vowels in the group, but omitting all vowels not previously learned. Thus, in connection with the group consisting of the vowel sounds, ē, i, ā, ě, ǎ, are given the sentences, "A fish is eaten at breakfast," "The east wind is a very bad wind," and others constructed on the same principle. These, as was done in the case of the alphabet of consonant sounds, the pupil reads on the lips, writes in symbols and with letters, and then repeats with the voice. Then follow a large number of sentences, arranged in lessons. Each lesson embraces all the sounds of the English language, both consonant and vowel, and gives such a complete drill in both symbols and sounds, that, as lesson after lesson is given by the teacher and repeated by the pupil, the latter comes nearer and nearer to the end sought—that of reading the lips readily, and of speaking with ease and distinctness. In some of the lessons, the sentences are so arranged that there is a connected train of thought running through, while in others they are independent of each other, but each lesson fulfills completely the purpose in view.

All our pupils are taught to draw from objects and from nature, and much attention is given to the production of natural forms, as distinguished from conventional, with a view to make them the basis of designs. In this way industrial drawing becomes more artistic and attractive than under the usual methods. Selected pupils spend three hours *per diem* in the study and practice of applied art, and find in it a special preparation for earning their own living as designers, decorators, carvers, engravers, lithographers, and painters on glass and porcelain, while the opportunity is also given to the more gifted to become skilled in high art, either as painters or sculptors.

This is in harmony with another feature of the Institution, the trade schools in printing, cabinetmaking, carpentry, tailoring, shoemaking, gardening and baking, which an enlightened policy led the Board of Directors to establish many years ago, with a view to utilizing intervals of time during the extended period required for the education of our pupils in other respects, and to making it possible, when they leave us, to enter, at once, without additional training, upon some useful pursuit in life.

A great success has also been scored in the teaching of cooking to the older girls, wherein they have made such proficiency, that, when they return to their families, they are welcomed as valuable assistants in the household economy. Some of those who have been taught this branch, have found places in families, where they are much esteemed, not only on account of their culinary skill, but also because of the



estimable qualities which are the result of their remedied misfortune.

So far from interfering in any way with the studies of the pupils, this training of the hand, of the eye and of the judgment, has brought them additional mental activity. Each trade taught has furnished its own object lessons. It has enlarged their vocabulary of terms and their fund of expressions, and it has given added zest to life, by relieving it of monotony, and suggesting that the time is coming, when they can turn all their acquirements to practical account. The habits cultivated in learning handicrafts have, moreover, reacted favorably upon their intellectual progress. The boys, who appeared dull in school, and to whom the acquisition of verbal language was a task, have frequently manifested talent of another kind, and have been encouraged to self-confidence and greater exertion in the school, while the brighter boys have discovered the necessity of industry and patience, as factors in the attainment of solid acquisitions. So beneficial, indeed, have been the effects of this alternate occupation, that it has been invariably noticed that the most reliable boys—those who can be depended upon to do the best they can in every department of the Institution ; the boys who exhibit the best moral characteristics—are those who have been most faithful in the department of manual labor.

Perhaps there is no one of the industries taught, that lends itself more directly to improvement in the school-room, than that of type-setting. The care to be exercised in punctuation, in orthography, and the constant attention to idiomatic verbal language required in following “copy,” are distinctly in the line of the chief object of instruction, *viz.*, the restoration of the deaf-mute to society, by giving him an intimate acquaintance with alphabetic discourse. It is, moreover, found to be peculiarly profitable in a pecuniary point of view, as not one of our pupils who have learned “the art preservative” has failed to secure a remunerative situation immediately upon his graduation.

It is gratifying to observe that the progress of our pupils during the past year, has not been interrupted by ill health. While this is to be attributed in great measure to the excellent ventilation of our commodious buildings, to the salubrious site, and to the healthful diet supplied, and the rigid cleanliness enforced by the able and energetic superintendent, Mr. Brainerd, it is but justice to the teachers to say, that they also contribute to the promotion of health among our inmates, by the encouragement they give to the taking of physical exercise.

In addition to conducting the calisthenic exercises which form a part of the school routine, most of these taking the form of concerted signs, in which, to grace of motion is added the rendering of poetry in

a way that produces a delightfully stimulating effect, the lady teachers take their pupils, from time to time, outside the premises, on peripatetic lectures, for which fresh scenes suggest new and interesting topics. Sketching parties are also formed among the girls, by the teacher of drawing, who delights in calling their attention to the beauties of nature.

With the boys, the interest taken by their teachers in this important matter, manifests itself in another way. With the exception of about fifty, who, on account of their more tender years, are especially cared for in a separate building, known as the Mansion House, the remainder are, as a body, under a teacher detailed for the purpose, subjected to a regular military drill, which produces erectness of carriage, firmness of step and elasticity of movement, in connection with simultaneousness of action. In this, the other teachers lend their aid by a separate training of their special pupils in the school room. It is, however, on the field of athletic sports that our boys reap the greatest benefit in the way of physical exercise. In walking, running, leaping, swimming, skating and rowing, they show themselves adepts, and in baseball and football they have matched themselves successfully with hearing clubs, in response to challenges given or taken. In this, they have received direct instruction from those of the teachers who take special interest in such matters, while, by the kindly oversight of the latter they have been prevented from letting enthusiasm degenerate into excess. All the rules of the various games they know as perfectly, and follow as implicitly, as any of the students who have given to their respective colleges for the hearing reputation for that balancing of physical with intellectual effort, which results in the "*Mens sana in corpore sano*" of the ancients, and derive therefrom the same advantage.

The situation of the Institution commends itself to the parents and friends of those who come to it for instruction. With a broad and majestic river flowing directly in front, and with ample grounds on the sides and in the rear, it furnishes all the advantages of the country, while its proximity to the Metropolis enables the pupils to visit museums of Natural History and of Art, to attend great fairs like those given by the American Institute, to see the obelisk and other monuments that adorn our Central Park, to become familiar with the appearance of the animals representing all parts of the globe, which are gathered in its unique menagerie, and to view the pageants, civic and military, in which the great world indulges on memorable occasions.

The recent displays in honor of the discovery of America, four hundred years ago, they enjoyed in their entirety. They had been prepared to appreciate them by a course of readings of Washington Irving's "*Life of Columbus*," given in signs, through which the whole

of that great work had been vividly impressed upon their minds. Through the kind invitation of Mr. William R. Stewart, acting for Miss Rhineland, they were furnished with most desirable seats on a platform erected by that benevolent lady near her house. The naval demonstration was witnessed by the boys from Riverside Park, at a point where it was especially conspicuous, and by the girls from our own grounds.

The only drawback upon the efficiency of the Institution is the fact that, though we have been able to grade our pupils in such a way as to bring under each instructor those who can go on well together, the classes are larger, in some instances, than is desirable. So much individual attention is required in teaching the deaf, that the classes should invariably be small. With our present force, this great desideratum is unfortunately not practicable. It furnishes ground for an appeal to the Legislature to compute the appropriation to the Institution at the former rate *per capita* of three hundred dollars per annum, which has for some years been reduced to two hundred and fifty.

#### ACKNOWLEDGMENTS.

Our thanks are due for a collection of \$27.50 taken up at the Church of the Pilgrims, after an exhibition given by us on the 5th of June last, and placed in my hands to meet special needs of pupils and graduates, also to Mrs. Mary Thorn Carpenter, who has presented to the library, her work entitled, "A Girl's Winter in India," and the editors and others for the following publications, which have been sent to the Institution for the use and enjoyment of its inmates :

#### *Annual.*

Sotheran's Current Literature, London, England.  
Steven's Book List, London, England. (Ten Copies.)

#### *Quarterly.*

Putnam's Notes on New Books, New York City.

#### *Monthly.*

Our Language, New York City.  
Our Record, Buffalo, New York.  
Silent Echo, Winnipeg, Manitoba.  
Home and Country, New York City.  
Texas Mute Ranger, Austin, Texas.  
The Acorn, Winthrop Centre, Maine.

Taubstummen-Courier, Wien, Germany.  
Our Animal Friends, New York City.  
The New Method, Englewood, Illinois.  
St. Nicholas Magazine, New York City.  
The Silent Educator, Flint, Michigan.  
The Queen of Fashion, New York City.  
The Sheltering Arms, New York City.  
Lilly's Bulletin, Indianapolis, Indiana.  
The Silent Worker, Trenton, New Jersey.  
The Gazette, Edgewood Park, Pennsylvania.  
The Arkansas Mite, Little Rock, Arkansas.  
The Sunday School Journal, New York City.  
The Pacific Banner, Winthrop Centre, Maine.  
Watauqua Valley Notes, Elizabethton, Tennessee.  
Il Sordomuto, Milan, Rome, and Naples, Italy.  
La Gazette des Sourds-Muets, Nancy, France.  
Appleton's Literary Bulletin, New York City.  
The Child's Paper, New York City. (Twenty Copies.)  
Dodd and Mead's New Publications, New York City.  
The Scholar's Magazine, Philadelphia, Pennsylvania.  
Missionary News of the Archdeaconry, New York City.  
The Young Ladies' Christian League, New York City.  
The Sunday School Times, Philadelphia, Pennsylvania.  
Houghton & Mifflin's Literary Bulletin, Boston, Mass.  
The Philanthropic Index and Review, Kalamazoo, Michigan.

*Semi-Periodical.*

Publications of the Volta Bureau, Washington, D. C.  
Publications of the Am. Ass'n for Teaching Speech to the Deaf.

*Semi-Monthly.*

Advocate and Guardian, New York City.  
Deseret Eagle, Salt Lake City, Utah.  
Sunday School Advocate, New York City.  
Nebraska Mute Journal, Omaha, Nebraska.  
The Washingtonian, Vancouver, Washington.  
Canadian Mute, Belleville, Ontario, Canada.  
The Silent Observer, Knoxville, Tennessee.  
Maryland Bulletin, Frederick, Maryland. (Three Copies.)

*Weekly.*

Progress, New York City.  
Uptown Press, New York City.

Juvenile Ranger, Austin, Texas.  
 The Tablet, Romney, West Virginia.  
 The Uptown Visitor, New York City.  
 The Companion, Faribault, Minnesota.  
 The Utica Herald, Utica, New York.  
 The Golden Rule, Boston and Chicago.  
 The Mute's Chronicle, Columbus, Ohio.  
 The Rural New Yorker, New York City.  
 The Weekly News, Berkeley, California.  
 The Wisconsin Times, Delavan, Wisconsin.  
 The New York Evangelist, New York City.  
 The Deaf-Mute Voice, Jackson, Mississippi.  
 The Kentucky Deaf-Mute, Danville, Kentucky.  
 The Weekly Mail and Express, New York City.  
 The International Book Seller, New York City.  
 The Kansas Star, Olathe, Kansas. (Two Copies.)  
 The Optic, Little Rock, Arkansas. (Two Copies.)  
 The Messenger, Talladega, Alabama. (Three Copies.)  
 Deaf-Mute Mirror, Flint, Michigan. (Two Copies.)  
 The Goodson Gazette, Staunton, Virginia. (Two Copies.)  
 Our Little People, Rochester, New York. (Two Copies.)  
 The Deaf-Mute Register, Rome, New York. (Two Copies.)  
 The Deaf-Mutes' Journal, New York City. (Four Copies.)  
 The Deaf-Mute Index, Colorado Springs, Col. (Two Copies.)

*Semi-Weekly.*

The Rome Sentinel, Rome, New York.  
 Newburgh Journal, Newburgh, New York.  
 The World's Fair News, Chicago, Illinois.

This list of acknowledgments would be incomplete, should I fail to mention the courtesy and kindness of the officers and directors of the Colorado Institution for the Education of the Deaf and Dumb and the Blind, where were entertained, from the 7th to the 11th of August last, the members of the Seventh Conference of Principals of the Institutions for the Deaf in the United States and in Canada.

In buildings, ample, well planned and imposing, situated amid scenery in which the beautiful was merged in the sublime, were brought into intimate association the leading members of a profession which is inferior to none in its beneficent relations to humanity, and were discussed questions upon the decision of which depends the happiness and welfare of a large and most interesting class of the community.

As the representative of the New York Institution, I was honored with the position of President of the Conference, and, therefore, feel that I am speaking for others, as well as for myself, when I recall the ease and comfort with which we were surrounded, the excursions to the wonderful caprices of Nature in the shape of gardens and glens and canyons and summits, with which our labors were diversified, the receptions, public and private, with which we were favored, and the various other evidences of sympathy with and respect for our work.

It will long be a subject of pleasant recollection that the people of the young, vigorous and promising State of Colorado, honored themselves as well as us in honoring our work, and that amid the many evidences they exhibit of present prosperity and future greatness, what they have done for the welfare of the deaf stands conspicuous.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, *November 1, 1892.*

## Report on the Annual Examination.

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JUNE, 1892.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

*Gentlemen* :—Pursuant to the resolution adopted by the Board appointing the undersigned a Committee to conduct the annual examination of the pupils, we beg leave to report that this interesting duty was performed on Wednesday, Thursday and Friday, June 8–10. The first day was devoted to the examination of the Academic Department, the second to the classes of the Grammar, Intermediate and Juvenile Departments, while the third day was given to a careful inspection of all the classes in articulation and lip-reading.

In the assignment of classes to special examiners, the Committee availed themselves of the assistance of Rev. E. Spruille Burford, D.D., who examined the High Class, and Messrs. J. F. Lockwood, Gilbert Gaul and Theodore Peet. To these gentlemen the Committee desire here to express their acknowledgment of the valuable services rendered on the occasion, and of their very full reports, which are embraced in these papers.

The grading of the twenty classes into which the school was divided, was substantially the same as in the preceding year, *viz.*: Juvenile, Intermediate, Grammar and Academic, the first and last of which, together with the classes in Art and Articulation, were examined by the special examiners already mentioned. The classes of the Grammar and Intermediate Departments were assigned to the various teachers, and thus aided, the Committee was enabled to expedite the work.

As an aid to a full comprehension of the standing of the various classes, the committee and examiners made use of the annexed schedule supplied by the principal, which afforded important information concerning the general classification throughout the past school year :

# SCHEDULE OF CLASSES, JUNE 9, 1892.

## I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
H. C.	Enoch H. Currier.....	8 to 11 years.....	15	13
I.	Thomas F. Fox.....	8 years.....	10	10
II.	Walter B. Peet.....	7 years.....	12	12
III.	Thomas F. Fox.....	5 to 6 years.....	16	16
IV.	William G. Jones.....	4 to 5 years.....	18	13
V.	Walter B. Peet.....	3 years.....	16	15
VI.	William G. Jones.....	2 years.....	13	12
VII.	Chester Q. Mann.....	1 year.....	17	17
VIII.	Jane T. Meigs.....	1 year.....	8	7
IX.	Chester Q. Mann.....	1 year.....	19	19
X.	Stanley Robinson.....	Nominal.....	7	7

## KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	3 years.....	20	19
II.	C. W. Van Tassell.....	3 weeks to 1 year.....	41	35
			212	195

## II.—FEMALES.

H. C.	Ida Montgomery.....	8 to 11 years.....	18	14
I.	Myra L. Barrager.....	6 to 8 years.....	16	16
II.	Myra L. Barrager.....	5 years.....	16	15
III.	Ida Montgomery.....	3 to 4 years.....	13	13
IV.	Josephine L. Ensign..	2 years.....	13	13
V.	Josephine L. Ensign..	1 year.....	20	18

## SPECIAL CLASS.

Jane T. Meigs... ..	Nominal .....	2	1
		98	90

## RECAPITULATION.

UNDER INSTRUCTION DURING  
THE YEAR.

Males,	212
Females,	98
Total,	310

PRESENT AT THE EXAMINA-  
TION.

Males,	195
Females,	90
Total,	285



To ascertain as nearly as possible, the individual standing of the pupils, each was required to give written answers to a series of questions covering the course of study pursued in each class. The courses varied except in two very important respects. These were a written daily journal, and the Sunday lesson—passage of Scripture, hymn for the day. The Lord's Prayer, the Ten Commandments—which were required from the pupils of every class sufficiently advanced to read and write, on every Sunday throughout the year. When considering the examination papers, excellence was based on the originality of ideas and correctness of expression in language used, combined with neatness and evidences of care in the written replies.

The classes included in this group were six in number, four of boys and two of girls, in all one hundred and twenty pupils. Their standing was all the way from three weeks to three years. Of the classes here being considered, one of boys was merely nominal in standing, being formed of pupils so backward that they were dropped from other classes and grouped together under a special teacher.

With this exception, the classes followed the same special system designed by the principal for the instruction of primary pupils, though on a varying scale according to the standing of the classes. The text books in use were Peet's Language Lessons, Peet's Course of Instruction Parts I and II, Fuller's Illustrated Primer, Mitchell's Primary Geography, Penmanship. The reports of the examiners are here given :

NEW YORK CITY, JUNE 9, 1892.

"In pursuance of criticism and examination into the methods of instruction and modes of imparting it to deaf and dumb pupils in the 'New York Institution,' I made an all-day study of the Primary and Kindergarten Departments, on the above-named date.

"In the Primary Department, I was present at the examination of a class taught by Miss Montgomery. The members of this class showed wonderful proficiency in geography ; pointing out without hesitation the rivers, mountains and other natural features ; showing remarkable memory and especial aptitude for this kind of study. The deportment of the class is perfect, and its members would compare very favorably with the pupils of any public school I have ever seen, especially when are considered the disadvantages these afflicted ones have had to bear up under, in early youth. The teacher appears to me almost worn out with fatigue ; I think her hours of duty perhaps are too long, and her application too severe. A *trained teacher*, as she is, should be very tenderly treated and urged to save her health and strength, and not allowed to be subject to any over-fatigue. Miss Montgomery's class showed an intelligent interest in current historical events, such as

reigning authorities, etc. I should think American History could easily be made the most fascinating study for American school-girls.

"In the class taught by Miss Meigs, the greatest difficulty was obvious, in the constant attention of the teacher to the deaf, dumb and blind girl pupil, who has some hours of instruction every day apart from the others. The progress shown by this young lady is amazing ; she can read raised print easily, is familiar with Bible stories and characters, and is bright, entertaining and very interesting to all who meet her. Such an outcome of the limited amount of instruction the teacher has been able to give to her, speaks volumes for the system, and shows the highest development of the methods employed in this class of work, especially affirmed by the deaf, dumb and blind boy's career in this same Institution, to whom I will refer later.

"In the Kindergarten Department taught by Mr. C. W. Van Tassell (in the Mansion House), I found 35 pupils, including a boy who cannot see, or hear, or speak. This boy, whose name is Orris Benson, is a prodigy. He can do easily all that his teacher claims for him, and much more. He can spell well, write fairly on blackboard, slate or paper—can write words up to five and six letters' from memory, after tracing them with his fingers on a depressed (or cut-in) board. He has ideas that are bright and intelligent. I asked him, 'Where God lived ?' He wrote on the blackboard, "God lives in heaven and everywhere.' He can write words on the board after the visitor has traced them on the boy's forehead or hand ; he can figure pretty well, and is even happy in his own way :—such a pupil, but for the advantages offered in this Institution, would literally sit in darkness all the days of his life, moaning with despair, uncheered by any sign or communication from the sentient life outside of him, and that darkness then would be black, indeed, now so happily dissipated and made into heavenly sunlight by the blessings of the advanced methods of treating such unfortunates as this Institution employs. The other little pupils wrote for me on papers, blackboards and cards, the names of articles I had in my pockets, or on the table in the room, or about the place ; also their names, and the name of the city where they lived, etc. They could point out objects after I had written the names. Altogether, this class shows the most patient, careful and affectionate treatment, by its painstaking teacher, Mr. Van Tassell.

"I can say, in conclusion, that the entire time of the teacher could easily be monopolized by the Benson boy, whose case is especially deserving of all the attention the authorities can bestow. The class, in my opinion, should be divided, and happy would those pupils be, if they could have an additional teacher of the same quality as Mr. Van Tassell, whose patience, forbearance, tact, and unwearying vigilance

are unceasing. In closing this report, I must say that the neatness observable throughout the Institution calls for high praise. The floors, the furniture, the dining-room tables, all show the most exacting care, and leave nothing in the point of cleanliness to be desired. Fortunate, indeed, is the Institution that can retain the services of such men in control, who, with the slender means at their command can produce such amazing results.

“Very respectfully,

“JNO. F. LOCKWOOD.”

“The class taught by Miss L. C. Rice, showed a remarkable command of language, considering the tender years of its members.

“The boys have acquired a fund of useful sentences, which they can use in writing to make their wants known, and their ideas understood in the outside world. Any one of these boys could, it seems to me, travel alone from New York to San Francisco, and, armed with a pencil and writing pad, have no difficulty in communicating with all with whom he might be brought in contact.

“But the acquirements of these boys are deeper than this. They have not merely mechanically learned a number of sentences, but have been drilled upon them in such a way as to have grasped the idea of language in general. They are not parrots, but have been taught to think. They wrote correctly the past tenses of a number of regular and irregular verbs (the irregular verb is the stumbling block of the deaf-mute and they had gotten bravely over it), performed exercises in simple addition, and counted out sums of money in silver. Their great facility in the use of Roman numerals attracted the examiner’s attention.

“There are a number of sentences and forms of expression, which a deaf-mute is apt to use incorrectly. These Miss Rice has carefully and patiently collected, and has drilled her pupils upon them. She writes the incorrect sentence upon the blackboard, which is then written in its correct form by her pupils upon their slates.

“Miss Rice has, with great labor, made a collection of pictures bearing on animals, birds, trees, plants—indeed, I might say bearing on almost every conceivable natural or manufactured object. For instance, when a pupil wants to know what wheat is, she turns to her collection and shows him, in succession, the young plant, its roots, a field of growing wheat, the ripened grain, and lastly a loaf of bread. He must be a dull pupil who could not understand an idea explained by this able teacher with the aid of her pictures.

“The examiner feels that this teacher deserves great honor for the

marked ability she has shown, an ability amply supplemented by unceasing labor and never-ending patience. He does not see how this class could have been better taught.

“THEODORE PEET.”

### INTERMEDIATE DEPARTMENT.

The grade next above the primary embraced seven classes, five of males and two of females, the standing of the pupils ranging from three to five years. It was composed of those classes in which the pupils were sufficiently advanced to express their thoughts in written language, and who had reached the stage when other subjects besides language might be profitably begun. Still language continued the main object to which the other studies were used as aids, and continued practice with original journals, letters and sentences, followed by careful correction and explanation of errors of omission and commission, occupied the greater part of the daily instruction. The other subjects of study included Goodrich's Child's History of the United States, Peet's History of the United States, Montieth's First Lessons in Geography, Montieth's Manual of Geography (with map exercises), Peet's Course of Instruction Part III, Ray's Elementary Arithmetic, Thomson's Graded Arithmetic.

### GRAMMAR DEPARTMENT.

In the classes comprising this department, the pupils were, as a part of their language, strictly drilled in special grammatical exercises by means of illustrative symbols. These afford the pupil a comprehension of the various parts of speech without the confusion of grammatical rules. By the use of the symbols, every modification in any part of speech, and every circumstance of its regimen in the sentence, is clearly presented to the eye. Phrases and clauses which are the equivalents of substantives, adjectives and adverbs, are indicated by braces over which the symbol of such part of speech is placed. The work of instruction is thus simplified for the teacher, while to the pupil grammar is robbed of much of its terrors, for the idea is not so much to teach the ramifications of grammatical rules and exceptions, as to supply the pupil with certain guides in the form of symbols which have their fixed places.

The grade included four classes, three of males and one of females, with a standing of from five to eight years, and ranking from the third class of boys to the first class of boys and girls respectively. The class of five years' standing had pursued a course including, in addition to the

regular language exercises, Peet's History of the United States, Barnes' Geography, and Thomson's Graded Arithmetic, through factoring. The next class above had gone still further in arithmetic, history and geography, and devoted more time to the language exercise. In the two most advanced classes of this grade, one of each sex, the pupils had completed the regular course of the school in preparation for graduation, and in some instances were candidates for admission to the Academic Department. The general outline of study pursued in these classes was : Eggleston's History of the United States and Its People, Hutchinson's First Lessons in Physiology and Hygiene, Hooker's Book of Nature, Part III (Air, Fire, Water, etc.), Barnes' Complete Geography, Thomson's Complete Graded Arithmetic, and Bryant's Common School Bookkeeping.

### SPECIAL CLASS.

The blind and deaf girl, Catherine McGirr, was in this class under Miss Jane T. Meigs. Her work was examined in connection with Miss Meigs' other class. The means of instruction were the manual alphabet and Moon's Alphabet for the Blind. Writing of this pupil, the examiner says : "The progress shown by this young lady is amazing; she can read raised print easily, is familiar with Bible Stories and character, and is bright, entertaining and very interesting to all who meet her."

### ACADEMIC DEPARTMENT.

As heretofore, the High Class was practically two classes, the males being under the instruction of Mr. E. H. Currier, and the females under Miss Ida Montgomery. In the male division, there were fifteen young men, and in the class of females, eighteen young women, the class standing being from eight to eleven years. On the result of the examination of these two classes, the special examiner reports as follows :

#### REPORT ON THE EXAMINATION OF THE HIGH CLASS.

NEW YORK, June 14, 1892.

ISAAC LEWIS PEET, LL.D.,

*Principal of the New York Institution for the Deaf and Dumb,*

DEAR SIR :—It was my happy privilege to examine on last Tuesday, the two high classes of the Deaf and Dumb Institution, for so many years under your able direction. While seeking to find out from the young ladies and gentlemen, what they had gleaned in the fields of

knowledge, I had a revelation made to me of the wonderful ability and capacity of both teachers and pupils in this Institution. These silent people have eclipsed all my conception of what could be done for and by them. I have examined many students in Colleges, Seminaries, and Academies, and I do not exaggerate, in any degree, when I declare that in all respects your students have shown a proficiency in all the branches of their education unsurpassed by those more fortunate in being able to hear and speak. It is simply marvelous that such results have been attained. Our great commonwealth should be proud of an institution which has achieved such happy and practical results. Mediocrity was seldom seen, and brightness, together with thorough knowledge, was the rule in this examination. I am amazed and delighted, therefore rejoice to give this testimony respecting the work so admirably done by teachers and pupils. I beg herewith to present a few of the features of the examination, beginning with selections from the many well-written words of welcome which greeted the examiner at the commencement of the examination.

#### ADDRESS OF WELCOME.

“REVEREND SIR:—As our examiner you come ; as our examiner we welcome you. May you find in us the embodiment of knowledge, and depart hence with a better opinion of our intellectual capacities than you have heretofore entertained. To the study of the English language we have devoted the greater part of our time (for it is the language that puzzles the deaf-mute more than anything else), and we hope you will see evidence of great improvement in our use of it.

“We extend to Rev. Dr. Burford a cordial greeting, and thank him for coming here to-day to test our mental progress. This is, indeed, an eventful day to us, and we look forward to the close with eager anticipations of success.

“I hope that Minerva will give us a sound mind, and Æsculapius a sound body, in order that we may be a credit to our teacher and our *Alma Mater*. This is my last examination with this class, as I graduate this year, but I hope I shall pass the last great examination creditably, and receive God’s approbation : ‘ Well done, good and faithful servant ! ’ ”

The story of our Country’s History exhibited remarkable proficiency both in extent and understanding of characters and events, which could not be excelled in the best schools. My love of country and flag was much quickened by the strong and prompt answers to questions by these well-instructed but silent patriots. Would that all our

youth were as well informed, for it would give a higher tone to citizenship in this greatest Republic of the world's history. As an example, read the following :

*Question.*—What was the Northwest Territory ?

*Answer.*—The land lying unexplored beyond the Alleghanies, to the west. Daniel Boone, and a few other brave spirits, penetrated into the wilds and established settlements. The land was inhabited by wild Indians, who butchered all the whites caught there.

*Q.*—What was the cause of the second war with England ?

*A.*—The war was declared by President Madison, because the English captured the American ships, and the sailors were taken prisoners. England at that time needed the sailors for the war with France. They caused the American seamen to work in the English Navy.

*Q.*—What noted man died in the first year of Cleveland's Presidency ( 1885 ) ?

*A.*—Ulysses Simpson Grant.

*Q.*—What can you say of him ?

*A.*—He was a man of bravery, of patience and of perseverance. He was educated at West Point Military Academy. He was a soldier in the Mexican War. During the Civil War, he was the commander-in-chief of the Union Army. He was President of the United States two terms. When he retired from this office he made a tour of the World. He was received by all with honor and enthusiasm. He died from a cancer in his throat. Those who knew him were mournful for his death. Generals Johnson and Buckner, Confederate Generals, with Generals Sherman and Sheridan, acted as pallbearers at Grant's funeral.

*Q.*—What practice was begun by Jackson when he became President ? Is it good or bad ? Why ?

*A.*—The practice of conferring civil offices upon men who supported the President in politics. It originated with Thomas Jefferson, but was not carried on in an extensive scale till Jackson began it. I think it has both its advantages and disadvantages ;—in the first, because the President cannot conduct the government well without harmony in his cabinet ; its disadvantages asserted themselves during the administration of John Adams, when the Vice-President, Thomas Jefferson, differed with him in politics, and hence great dissensions arose, which made John Adams' presidency very unpopular.

Tell about the capture of Ticonderoga.

*A.*—Soon after the battle of Lexington, Ethan Allen, at the head of eighty backwoodsmen from Vermont, known as the " Green Mountain Boys," marched to the end of Lake Champlain where Ticonderoga



stood. At night they entered into the fort and found the Commander in bed and summoned him to surrender. "In whose name?" demanded the officer. "In the name of the Great Jehovah and the Continental Congress," replied Allen, and then captured the fort.

From the answers to the Geographical questions propounded, I take the following :—

**Q.**—How is Copenhagen situated? What interesting event has recently taken place there?

**A.**—Copenhagen is situated in the eastern part of Denmark, on the Island of Zealand. The fiftieth anniversary of the marriage between the King and Queen of Denmark took place on the 24th of May.

Describe the general features of the surface of Europe.

**A.**—Eastern Europe is a plain extending from the Arctic to the Caucasus Mountains and the Black Sea and westward from the Ural Mountains. The White, the Caspian, the Black and the North Seas break in the borders of the plain. The rivers of this plain are the longest in Europe. The northern parts contain many lakes. The only large plateau is in Spain. The Alps form the principal highlands in Europe.

Name the straits and rivers which connect the Great Lakes with one another and with the ocean.

**A.**—St. Mary River, Strait of Mackinac, Detroit River, St. Clair River, Niagara River and St. Lawrence River.

Give some account of the Empire of China.

**A.**—It is larger than the whole of Europe. Its leading occupations are agriculture and manufactures. Its religion is Buddhism. The government is an absolute and despotic monarchy. The people are called the Celestials. They built the great wall to keep the Mongol-Tartars out of China. The population of China is four hundred millions.

Note the following from English History :—

Tell about King John : character, murder of Arthur, Magna Charta, etc.

**A.**—John succeeded Richard his brother with the consent of the people, although Arthur, Godfrey's son, was the rightful heir. One of John's first acts was to cast Arthur into prison. Later on, he had the young prince murdered. The king of France, whose vassal John was, on account of his French possessions, summoned John to a court of arbitration on the charge of manslaughter. John refused to obey the summons, whereupon he was deprived of Normandy and other valuable possessions. This gained him the nickname of Lackland.



Soon after, John's arrogant and despotic behavior aroused the ire of several prominent barons, who, meeting in conference, drew up what was afterwards known as the *Magna Charta*. This they compelled John to sign. He did so reluctantly, for, by this charter, his power was greatly diminished. Some time later, Stephen Langton, a man of unblemished character, was selected by the Pope to be Archbishop of Canterbury. John refused to recognize him as such, whereupon the Pope placed the kingdom under an interdict. The interdict was recalled, however, when John submitted to the Pope's authority.

*Q.*—Can you describe an old-time tournament?

*A.*—When the king appointed the day for the games, the knights were dressed in armor, and also the horses were armored. The people were collected to attend the games. When the signal was given, the Knights on horseback rushed forth with spears. They used the battle axes, spears and bucklers. The knights used the spears to force their opponents off their horses' backs. The battle axes were used to hit and break the helmets of the knights. The victors chose their favorite damsels as their partners in the ball after the games.

From the papers on Physiology I extract a few answers as indicating the breadth of information upon this important subject.

*Q.*—What three divisions has the brain? Locate each. What do the convolutions indicate?

*A.*—The cerebrum, cerebellum and medulla oblongata. The cerebrum is the largest, and is situated at the top and front of the head. Its outer surface is covered with gray matter, which sinks deep into the brain in the form of convolutions. These convolutions indicate the intelligence. The deeper they are the higher the intelligence. The brain is the organ of thinking, and the central seat of the nervous system. In the inner part are a network of fine white glistening threads, (called nerves,) which are connected with the spinal cord, and it, in turn, sends out branches to every part of the body. The cerebellum, or little brain, is situated below the cerebrum, and is about one eighth the size of the cerebrum. It controls the vital organs, and preserves life. The medulla oblongata stands below the cerebellum, and connects the nerves of the brain with the spinal cord.

*Q.*—What circumstances stop digestion, or make it proceed slowly?

*A.*—Fast eating, mental distress, anger, drinking too much while eating too much, irregularity in eating and want of exercise.

*Q.*—What is the most perfect food?

*A.*—Milk. It contains all the elements necessary for the nourishment of the body, and being a simple diet is especially adapted to the use of infants and children.

**Q.**—How many cavities has the heart?

**A.**—Four.

**Q.**—What are they called?

**A.**—Two auricles, and two ventricles.

**Q.**—Which side of the heart contains the good blood?

**A.**—The left side.

**Q.**—What is the skin? Its structure, and its uses?

**A.**—The skin is the covering over the muscles of the body. It protects the muscles, and is composed of two layers, dermis and epidermis.

**Q.**—What is the office of saliva?

**A.**—It moistens the food, and helps it to slip down in the act of swallowing.

**Q.**—Why should athletes avoid alcohol?

**A.**—No celebrated athlete ever uses alcohol in any form. It is injurious to the muscles, making them weak and flabby. Alcohol poisons the blood and injures the bones. The drunkard is an example of what a good athlete would become if he took to the alcoholic habit.

**Q.**—Why are cigarettes more hurtful than any other form of using tobacco?

**A.**—All forms of using tobacco are hurtful, but above all cigarette smoking is the worst habit. Those who use them go about with the air of “a fire at one end and a big fool at the other.” They are so made that nicotine, the worst kind of poison, is taken into the blood and lungs.

**Q.**—What is the result?

**A.**—A weak nervous constitution that generally leads to some dreadful disease. Our health goes up in smoke if we get into the habit of smoking cigarettes. The paper wrapping itself is liable to cause death. Cigarette smoking is injuring the youth of our land.

The following illustrations of the work in Arithmetic will suffice.

Add  $\frac{1}{8}$ ,  $\frac{2}{8}$ ,  $\frac{4}{8}$ .

$$\frac{15}{120} + \frac{60}{120} + \frac{26}{120} = \frac{171}{120} = 1\frac{57}{120}$$

Multiply  $\frac{2}{21}$  by 7.

$$\frac{2}{21} \times 7 = \frac{2}{3} = 1$$

**Q.**—What will be the cost of  $4\frac{1}{2}$  yards silk @ \$1.60,  $3\frac{1}{2}$  yards muslin @ 80 cents, and  $5\frac{1}{2}$  yards ribbon @ 25 cents?

**A.**—\$11.47 $\frac{1}{2}$

**Q.**—What will it cost to carpet a floor that it is 18 feet wide and 27 feet long, the carpet costing \$2.25 per square yard?

27 × 18 square feet in room :

$$\begin{array}{r} 27 \\ 18 \\ \hline 216 \\ 27 \\ \hline 486 \end{array}$$

486 square feet in room. 9 square feet=1 square yard. There will be as many square yards as 9 is contained times in 486.  $486 \div 9 = 54$  yards. If one yard cost \$2.25, 54 yards will cost 2.25 times 54, or

$$\begin{array}{r} 2.25 \\ 54 \\ \hline 900 \\ 1125 \\ \hline \end{array}$$

\$121.50 cost of carpet for room 18 feet wide and 27 feet long.

*Q.*—How many times will a bicycle wheel revolve in going 10 miles, the circumference of the wheel being 7 feet ?

*A.*—In one mile there are 5280 feet, in ten miles there are ten times as many, or 52,800 feet. If the wheel is 7 feet in circumference, it will turn as many times as 7 is contained times in 52,800.

$$52,800 \div 7 = 7,542\frac{4}{7} \text{ times.}$$

In order to ascertain the poetic tastes of these pupils, I called for a stanza or more from their favorite poets. Their responses were as varied as their number. May I be pardoned for not appending more.

“ Sweet fa’s the eve on Craigie burn,  
And blithe awakes the Morrow,  
But a’ the pride o’ spring’s return  
Can yield me nocht but Sorrow.

“ I see the flowers and spreading trees,  
I hear the wild birds singing,  
But what a weary wight can please,  
And care his bosom ringing.

“ Fain, fain would I my woes impart,  
Yet darena for your anger,  
Cut secret love will break my heart  
If I conceal it langer.”

"How dear to my heart are the scenes of my childhood  
When fond recollection presents them to view,  
The orchard, the meadow, the deep tangled wildwood,  
And every loved spot which my infancy knew.  
The wide spreading pond and the mill that stood by it,  
The bridge and the rock where the cataract fell,  
The cot of my father, the dairy house nigh it,  
And e'en the rude bucket which hung in the well,  
The old oaken bucket, the iron bound bucket,  
The moss covered bucket which hung in the well."

At the close of the examination on the studies of the year, I wrote a series of questions for each class, to draw out their opinions on various subjects of general interest and to ascertain their ability to express themselves in English, which is to them a foreign language. As examples of absolutely impromptu composition, I think they will compare most favorably with those of children "to the manner born."

*Q.*—Which is preferable as a mode of Rapid Transit in cities, the Steam Elevated Road, the Cable Road, or the Electric System?

*A.*—The Steam Elevated Road is the best. We get there the pure air that would be denied us were we to have a tunnel, and a view of good scenery. Steam is thus far the only reliable means for conveyance. Electricity has its dangers. The cable breaks down too often.

*Q.*—What opinion have you of the McKinley Tariff? Will it help or injure our home industries?

*A.*—This talk on the McKinley Tariff is the outcome of the McKinley Bill, which was presented at Congress a year or so ago, and which received much attention from the two political factions of this country. The Bill was passed, its chief aim being to protect our home industries. In this direction it has been very beneficial, and our inventions are now better protected than heretofore, as are also our home industries.

*Q.*—Which is most conducive to happiness and longevity, a home in the country or in the city?

*A.*—A home in the country. The turmoil and bustle, together with the noise of the city, is terrible to the hearing class of people, who long for a home in the country, where the air is invigorating and everything is quiet.

Look at the other side of the question. What I've spoken of above is what I should prefer if all my senses were perfect. But I am deaf, and consequently favor the other side of the question—a home in a nice part of the city. My deafness would make the noise of the city very little noticed. All that the average deaf-mute can hear of this

noise is a slight rumbling sound—but this is not heard, it is rather felt. Then, in a city, deaf-mutes will be found more numerous than in the country, and their chief happiness would be their intercourse with each other. The case is different with the hearing, for this class of people can be found wherever you go in search of happiness, not so with the deaf-mute.

*Q.*—Do you think religion, as taught in the Bible, essential to a true civilization? Can morality be maintained without religion?

*A.*—Yes. No civilized nation can progress without the Bible. The ancients knew very little about the Bible, and as one country after another adopted it in the various forms of religion, their progress as a country was very marked. We have seen how the worshipping of idols by the heathen was done away with in the onward march of Christianity. How the greater part of the population of the world once being heathen, is now changed to Christian. The prosperity of a country depends upon the religion of the people and the faith they have in their Lord and Saviour.

Morality cannot be maintained without religion. Every one of God's works teaches us about religion; religion is the essential to success and refinement in our morals. If there were no religion, no Bible or no laws, there would be no morality. The laws of a city and nation affect the religion of the people. Upon the keeping of these laws depends the morality of the people. Upon the teachings of the ministry depends the worth of our rulers and guardians, and upon the learning of the people depends the wealth of a country and the loyalty to their God and Preserver. Long live Christianity, and may morality be influenced and held up to the standard by religion.

Dr. Parkhurst is showing to the world that morality *can* and *must* be maintained by religion!

*Q.*—Who do you regard as the most stimulating writer among the female writers of this age?

*A.*—This is a quite hard question, as there are so many good writers whom I admire. There are George Eliot, Mrs. Stowe, and others. Mrs. Stowe is a vigorous writer, and all her works are very stimulating. "Uncle Tom's Cabin" is her best work, and it exerted a powerful influence toward the abolition of slavery in this country. The book is fascinating and interests both old and young.

Name the greatest female poet of this age. Whether American or English. Give a list of her poems.

*A.*—Elizabeth Barrett Browning, who was an English poet of great merit. Her poems exhibit remarkable power of the imagination, among them "Aurora Leigh," "Casa Guidi Windows," etc. "Auro-

ra Leigh" is her most celebrated writing, and while it is beautiful, I do not like the plot. Poor Romney Leigh! The "Casa Guidi Windows" was written in Italy, while the Italians were carrying on their revolution, and she supported them strongly with her pen.

Q.—Are women capable of as high development intellectually as men?

A.—Yes. They are daily manifesting themselves as capable of attaining to the highest grade of excellence in all the arts. I read the other day in a paper that the time is at hand when they will rise superior to man, and I believe that they will, for they are by nature more studious and persevering than men.

Q.—Give your idea of what is the true sphere of woman.

A.—The home is the woman's true sphere. There she ministers to the wants of her family, brings up her children, and trains them for the battle of life. She makes men and women of them, and through them influences the world. A woman is not necessarily restricted to her home, but her influence and charity should begin there.

Q.—Do you favor dress reform among women? If so, in what direction?

A.—Yes, I do favor dress reform. 1st. In having the skirts of dresses made without any trains, or so long that they gather up the dirt when one is out walking. 2d. In having them made plainly, and in such a way that they will not be heavy and make the wearer feel uncomfortable. 3d. I think it would be better if ladies did not lace themselves so tight; it certainly does not add any beauty to the human form, and, besides, it produces much misery. 4th. Shoes should be comfortable and fit easily, and not be so tight that they cramp the foot and make one walk like a lame or crippled person. If people would only think of these things, and not carry others to the extreme, they would be healthy and happy, but, instead, they bow to Fashion's decree, and when they are old, wish they had been brave enough to do otherwise.

A.—I favor the style of Greek women. They wore comfortable gowns, never wore any corsets. Tight lacing is injurious to the health. The Greek women were noted for their beauty. Most of the women do not like to wear long dresses. I think that the way of making dresses is very foolish.

These eighteen young ladies and fifteen young men were led over many fields of knowledge in the course of their examination, and given problems and questions which they had never heard of in the Institution. They leaped forward promptly, cheerfully, and responded intelligently. I submit the foregoing as testimonials of their excellent

Appended are reproduced the Salutatory Address, Essays, Miss Martin's poem, and the Valedictory, which were as follows :

#### SALUTATORY ADDRESS.

Prepared in writing and delivered in signs by Christian E. Vernon.

*Ladies and Gentlemen* :—Ever since the incorporation of this Institution, three quarters of a century ago, at the annual commencement, it has been the custom for one member of the graduating class to extend a welcome to all the visitors on that day. I have the honor of representing the graduating class of this year, and as such representative, give to you all a most hearty welcome, and hope that our exercises and those of the other pupils will prove interesting and profitable to you all. I doubt not, many of you have been in the same position we now occupy, and can readily understand how hard it is to define our feelings on this occasion, which are divided between sorrow and happiness. Sorrow at parting from the Institution, which has been to many of us for years a home. The sorrow at parting from our teachers and officers, who have been to us as parents, and the parting from our schoolmates, who have been as brothers and sisters. The happiness at the consciousness of duty well done, and the reward we shall bear to our real parents and homes, and the feeling of anticipation and conjecture as to what the world at large has in store for us—whether or not we shall be successful citizens. The chapel you will notice has been decorated by the graduating class. The words on the ribbon decoration represent our motto, the one we are to bear in mind all through our lives. “Upright and Loyal” is the motto of this year's graduates. These words are both so linked together, that while defining one, we almost define the other. “Upright,” as we are to bear in mind, is to follow the moral principles instilled into us here, and to remember Our Father in Heaven, and devote one-seventh of our time to His service ; to be honest in all our dealings, and always to be gentlemen and ladies, in the proper sense of the word—i.e., to do only what is honorable. “Loyal,” in the broad sense of the word, we take it to mean : faithfulness to the established laws of the Republic, to be faithful to our early education to this Institution, which is our *Alma Mater*, and faithful to our duty to the Republic in improving ourselves every day—studying something—so as to be better and more useful citizens. This morning you will see all who are to graduate this day, and will be able to fully appreciate the successful efforts this school has made in developing their minds, but if any of you happen to notice defects in their physical development, you will, perhaps, regret with us



all the lack of the necessary apparatus for this work. There is no gymnasium here, and the few athletes that you may happen to see among the graduates, owe their development of body to the exercises of foot-ball, base-ball and rowing. We think that a strong, muscular athlete, with brains and a good education, is better fortified for the duties of citizenship, than one with simply a trained mind. We think no school perfectly equipped for the education of pupils, till it has a complete apparatus for the symmetrical development of the body, as it has apparatus for the development of the mind, and we would call the attention of the honorable Board of Directors to the necessity of providing a gymnasium for the pupils here. Again, thanking you for your attendance, in the name of the class of '92, I bid you welcome.

### ESSAY ON DUTY.

By Margaret A. Boyd.

Duty may be any natural, moral or legal obligation.

Duty should be performed before seeking pleasure. It generally means the work every day required. It may be pleasant to us, or we may have to go over rough roads. We may meet with difficulties, but when our object is gained, we will forget them all. There are, in this world, many difficulties, and our duty is to overcome them. It is harder for the deaf-mutes than for the hearing people. We should do our duty at school and at work.

Punctuality is one of the most important duties.

If people were always punctual, they would have less trouble. "There is a time to every purpose under the heaven;" therefore, it is our duty to do our work at the proper time. People are often provoked by those who do not act promptly. In business, punctuality is absolutely necessary to success. A small failing indulged will ruin a character.

All truly great men have been governed by a high sense of duty. I will mention Gen. George Washington, the Duke of Wellington, Gen. U. S. Grant, and Admiral Farragut. Many other famous persons were patient and did their whole duty. They are good examples for the young people to follow.

Abraham Lincoln, the saviour of our country, always did his duty and never deceived any one.

Before one of the battles of England, Admiral Lord Nelson signalled



to his ships, "England expects every man to do his duty." Devotion to duty has made England great.

President Zachary Taylor, before his death, exclaimed ; "I have endeavored to do my duty, and I am not afraid to die."

The duties of American citizens must not be neglected.

We can never pay the debt which is upon us, but we may hope to enjoy the blessings which the faithful discharge of their duties by our great men, provided for us. Let us feel deeply how much of what we are and of what we possess we owe to American Liberty and the institutions of our government. Let us acknowledge the blessings of our country ; feel them deeply, and cherish a strong affection for our native land.

The Scriptures teach us two important things.

Our duties to God, and to our neighbors. These duties were summed up by our Saviour, who himself performed them perfectly.

Our duty to God is to love Him with all our heart, with all our mind, with all our soul, and with all our strength ; to believe in Him, and to serve Him all the days of our lives.

Our duty to our neighbors is to love them as ourselves, and to do to all men as we would they should do unto us. We are bound to do justice to our neighbors. No act of injustice, whether in young persons or old, in individuals or nations, is a trifling offence.

Never hurt any body by word or deed. We should bear no malice or hatred in our hearts, but learn and labor truly, and do our duty in that state of life unto which it shall please God to call us.

There are two more heads under which our duties may be ranked :—Our duties toward our subjects the lower animals, and our duties to ourselves.

Our duties to the lower animals are, to be kind and merciful. We have no right to abuse them, and acts of cruelty are displeasing to God. Solomon says, "A merciful man is merciful to his beast."

Our duties to ourselves are principally self-support, self-defence, self-control, self-culture and self-respect. . These must be performed in all the circumstances of life, and are also essential to all success.

When obstacles seem to bar our way, it is our duty to "find a way or make a way," and not rely on the help of others. Every body ought to have the motto : "Do what you ought, and let what will come."

We know that new occasions teach new duties. We should know every duty that we omit obscures some truth.

It is our duty to improve our minds, characters and bodily strength ; so that we may be as nearly perfect as possible mentally, morally and physically.

When we feel discouraged and inclined to half do our work, we must remember that "any thing that is worth doing, is worth doing well." Never work by fits and starts.

Our duties to the government and to society, are to labor for the good of all.

People who have a great deal to say about their rights, generally think too little about their duties.

Above all, let us attend to the great duty in this earthly portion of our immortal existence. It is to prepare for the higher life beyond the grave.

Let us hear the conclusion of the whole matter: "Fear God, and keep His commandments; for this is the whole duty of man."

### ESSAY ON PATRIOTISM.

By William W. Watson.

The word patriot is derived from the Greek word, *patriotes*, a fellow countryman, and its present signification a lover of one's country. In Latin we have the word *patria*, for one's native country, and *patriota*, for a native.

Hence, patriotism is the quality of being fond of one's country and her interests, and with the patriot, personal or private courage is totally distinct from that higher and nobler courage, which prompts one to offer himself a voluntary sacrifice to his country's good. We have many men holding important positions in our own glorious country, and yet only those are truly patriotic, who seek first her greatness and glory, allowing no personal benefit or advancement to interfere with the welfare and prosperity of their country. Would all were actuated by the same principle.

In the History of the World, the names of many generals are recorded—men who were successful in war, and in the invasion of other countries—yet three-fourths of them were actuated by their own personal ambition rather than by their love of country, while their men served them more like slaves than soldiers, showing no loving patriotic spirit for their country.

In great contrast to these are the patriotic generals and warriors—the men contending by the wager of battle for the independence of their country, and for the freedom of the human race. The patriots who showed even amidst the horrors of war, by precept and by example, respect for the laws of peace, and for the tenderest sympathies of humanity.

Among the patriotic soldiers of the world were the three hundred

Spartans under Leonidas at the Pass of Thermopylæ ; the Athenians at Salamis against the two millions of Persians under Xerxes ; the Swiss under William Tell against the Austrians ; the Americans of 1776 under General Washington against the British ; and the Greeks against the Turks in 1820. One of the greatest generals that ever led men into battle was Marco Bozzaris ; at the moment of victory, he fell badly wounded, and although suffering severely, he smiled sweetly when he heard their proud huzza proclaim that they had conquered. His few surviving comrades saw this smile, as he expired. His last words were : " To die for liberty is a pleasure, not a pain." No wonder Greece holds his name among the " few immortal names that were not born to die."

The glory of producing patriots has not been confined to civilized nations alone. Among the barbarians there have been many who not only knew how but did serve their country well. See how patriotic Tecumseh, the Shawnee, and Osceola, the Seminole, chiefs were. The whites took their possessions and drove out the Indians. These chiefs used their influence over their races, and endeavored to lead them to understand how to love their country. Their efforts were to regain their lost territories and to defend them against the whites.

Napoleon Bonaparte, first emperor of the French, one of the greatest warriors and statesmen, was born at Ajaccio, in Corsica, in 1768, and died a prisoner on the island of St. Helena, in 1821. In December, 1841, his remains were interred in a mausoleum under the dome of the Invalides in Paris. Napoleon and Washington, two of the greatest generals, yet how greatly different is their moral character. Both were sent to perform a great work, and their missions were as different as their characters. To lead a comparatively religious, virtuous and intelligent people, no better man could have been selected than Washington. His office was to defend and build up liberty ; the office of Bonaparte was to break down the prison walls in which it lay a captive and rend apart its century-bound fetters. On the continent was needed terrible power, and Europe trembled over the volcano Napoleon kindled in order to melt the feudal system, which stretched like an iron framework over the people. Thus, out of the power and ambition, as well as out of the virtues of men, is brought about the welfare of our race.

Epaminondas, the Theban general, was one of the greatest patriots that ever Greece has produced. The laws of Thebes prohibited any one from holding the office of General for more than two years. Not being allowed to continue the war with the Spartans, he was sentenced as city scavenger. Upon accepting the office, he said, " If the office will not honor me, I will honor the office." When the Thebans were

in danger of being defeated, they called Epaminondas to resume his generalship. In accepting, he forgot the treatment of his people, and patriotically fought and was slain at the battle of Martinea.

True patriotism is that which rises above all mean, low or selfish things, and seeks only the good and glory of one's country. That is public virtue and patriotism which, catching its inspirations from the immortal God and leaving at a distance all groveling personal interests and feelings, prompts to deeds of self-sacrifice of valor, and of death itself. That is the noblest, the sublimest, of all *patriotism*.

Walter Scott aptly defined it, when he wrote :

“ Breathes there man with soul so dead  
Who never to himself hath said:  
This is my own, my native land.  
Whose heart hath ne'er within him burned  
As home his footstep he hath turned  
From wandering on a foreign strand.  
If such there be, go mark him well,  
For him no minstrel raptures swell,  
High though his titles, proud his name,  
Boundless his wealth as wish can claim,  
Despite those titles, power and pelf,  
The wretch, concentrated all in self,  
Living, shall forfeit fair renown,  
And doubly dying shall go down  
To the vile dust from whence he sprung  
Unwept, unhonored, and unsung.”

## ESSAY ON DEAFNESS.

By Ella F. Taylor.

Deafness is the want of the sense of hearing, and it arises from various causes. Some are made so by sickness, and some are born deaf. Deafness is generally incurable. It is a great obstacle to success in business. It is very hard for deaf persons to get employment, yet many educated deaf persons do well in avocations which seem to require hearing.

It is very easy for those who become deaf at an early age, to lose all the impression of hearing upon the mind, for they have not learned articulate language.

Such persons do not often feel badly, because they cannot hear. “Ignorance is bliss” to them. It is not so with those who become deaf at a later age, for they have enjoyed the advantages of hearing and feel their loss.

Deaf persons cannot enjoy many of the pleasures which the hearing

people have, but educated deaf persons can read lectures and sermons, and good acting is their delight. An actor like Booth needs no words.

It is true that a deaf-mute, without a good education, finds himself in a most pitiable state, but one who has a good education, can find much to enjoy in life. Deaf persons cannot have the pleasure of listening to sweet music, yet they can enjoy seeing graceful signs, which move the heart as sweet music does.

We must expect to meet many and great difficulties in the world, but we must do our best to overcome them.

Deafness is less severe as a physical affliction than blindness. Blindness is almost purely a physical misfortune. The blind can converse with the hearing people, and blindness is not a great obstacle to intellectual development. Deaf persons are better able to work and take care of themselves physically than the blind. Deafness is a great obstacle to intellectual progress, because the natural way to learn language is through the ear.

If there were no schools for the deaf, what would become of us. We would be ignorant of all that makes life worth living. There are many schools for the deaf, and we always feel grateful to the man who first set his thoughts to find out how to teach those who dwell in silence.

It is through the eyes that knowledge visits the soul of the deaf, and we must make the best use of the means we have, and not idly mourn for those we do not possess. There are many things that can be learned through the eye as well as through the ear, so we can be patient till our Lord Jesus unstops our ears.

#### HOLBROOK PRIZE ESSAY, "THE PAST AND THE PRESENT."

By Mabelle S. Fish.

The ancient Greeks personified the Past, Present, and Future as women under the name of the Fates, and attributed to them higher powers than were accorded to Jove himself. They were supposed to govern the destinies of mortals,—hence the expression: "for so the Fates had decreed." Clotho presided over the Present, and was represented in Art as holding the distaff; Atropos, over the Past, cutting the thread; and, Lachesis, over the Future, spinning each one's portion of the thread of life.

According to modern parlance, the Present is to-day; the Past, yesterday; and the Future, to-morrow. They are subservient to Father Time who regulates their course, and carries us forward

through the dark mists of futurity, leaving the present behind, and thus transforming it into the past.

The past is virtually the school of experience, in which we derive clear conceptions of what should or should not be. "We ought not to look back unless it is to derive useful lessons from past errors and for the purpose of profiting by dear-bought experience." Agathon says of the past : "Of this alone is even God deprived, the power of making that which is past never to have been."

The present gives us opportunities for practicing the lessons of the past. It is our own, and we measure our lives by the deeds of to-day.

The future produces "the fruits of the past" and holds the secret of our destinies. The event of to-day becomes a thing of the past to-morrow, while the future introduces new ones in succession.

In considering these facts, we are assured that the world has never made one step backward. Carlyle ably defends the assertion : "To-day is not yesterday ; we ourselves change ; how can our works and thoughts, if they are always to be the fittest, continue always the same ?"

In order to measure the extent of the world's progress, we must have recourse to the past, and compare its social and political institutions with those of the present. There are many things to consider, but a few instances will serve our purpose.

The Church formerly played an important part in the affairs of the world, as, indeed, it does to-day, but on an entirely different basis. Formerly she sought her own aggrandizement in inspiring men to strive for glory at home, and conquests abroad. The benefits of civilization were withheld from the common people, and they were confined to the darkest ignorance. After a while an enlightened age commenced, and the principles of religious toleration were established. Education, thereafter, became the goal of ambition, and the pen triumphed over the sword. It at once gave light and liberty to the world. To-day the education of the people is vigorously carried on, and the good, the true, and the beautiful are looked upon as the highest standards of all living.

The political condition in the past presents extraordinary imperfections. The governments were tyrannical, and the pomp of power was shown by certain ambitious men like Alexander the Great, and Cæsar. Wars reigned over the world, and settled all disputes. Incessant wars retarded the prosperity of nations, and formed a great obstacle to the peaceful pursuits of the people. The nineteenth century has introduced several changes for the better. Instead of war, many questions are now settled by arbitration, and the governments are founded upon the will of the people, not tyranny.

The coarse manners of the past cannot be compared with the refined culture of the present age. In manufactures, we trace the world-wide successes of scientific research and inventions. The horse has been superseded by the locomotive, the needle by the sewing machine, and the hand by steam. The latter is now in danger of being displaced by electricity, which has contributed greatly to the prosperity of the world during this century.

Next year the Columbian Exposition will furnish the brightest evidences of the forward movement of mankind. Four hundred years ago, this vast continent was unknown to the civilized world. A country which then had no existence even in the brain of a visionary—has arisen, and to-day vies in wealth, fame, and honor with the proudest nations of the earth, some of which have stood for thousands of years.

A remarkable difference exists between the women of this period and those of the past. Once they were treated as slaves, created only to serve man; but now they live on terms of equality, and take an active part in the affairs of mankind. They have attained the highest excellence in the arts and literature, and the time is at hand, when they will contradict Shakespeare's statement: "Frailty, thy name is woman!"

The above bird's eye view of the glorious effects of civilization, suggests a brief consideration of the attention given to the education of the deaf. The deaf have existed in every age and clime, but previous to the Christian era, they were consigned to oblivion, being deprived of the common privileges enjoyed by their brethren. However, with the advent of Christianity a miraculous change took place in their condition. The attitude of the world at once changed toward the deaf, when it heard Christ say: "Ephphatha." They were no longer persecuted nor degraded, yet their education, except in a few instances, was not undertaken till one and a quarter of a century ago, when the venerable De l'Epee discovered that the eye might do duty for the ear, and the hand for the voice. His work was carried on by Clerc, Sicard, Galaudet, and Peet. To-day the fruits of these noble pioneers' labors are apparent in the lives, aims, and deeds of the deaf. The United States surpasses every other country in its generous appropriations for the cause of the deaf. Dr. I. L. Peet speaks of their education in this country, as follows:

"The seed introduced from a foreign land has germinated in a more congenial soil, received a kindlier nurture, and forth from its bosom has sprung a tree whose offshoots, planted in all quarters of our vast domain, have completely sheltered a class of the unfortunate from the pitiless storms of calumny and ridicule, to which they had been exposed, and by their towering height, have furnished them a means of ascent



above the mists of obscurity and contempt, in which they had been enveloped." Emerson says : " We cannot overstate our debt to the Past, but the present moment has the supreme claim. The Past is for us, but the sole terms on which it can become ours are its subordination to the Present."

" She (the Present) inherits all his treasures,  
She is heir to all his fame ;  
And the light that lightens round her  
Is the lustre of his name ;  
She is wise with all his wisdom,  
Living on his grave she stands,  
On her brow she bears his laurels,  
And his harvest in her hands."

#### ESSAY ON THE INFLUENCE OF THOUGHT, AND THE VALEDICTORY ADDRESS.

Prepared in writing and delivered orally by Robert E. Maynard.

It has been well said that it requires more art to be a good listener than a good conversationalist. What an encouraging thing to eloquence is an attentive listener. What triumphs have been accomplished on the platform simply through an enthusiastic audience. What beautiful poems have been sung upon instruments whose swaying bows were guided by sympathetic, silent listeners. The same may be applied to the beauty of the sign-language used by the deaf of the world, in expressing their thoughts or the ideas of our great writers.

How beautiful, indeed, is thought. However hard and mean one's toil, fancies can rise such as might have had their birth amidst woods and flowers. How many brilliant writers have been utter failures as talkers, and how many talkers would have been considered wise, but for the revelation of emptiness their conversation makes. On the street and in the car, we can pursue our silent thought. That the deaf are more inclined to the influence of thought is generally well-known. Their affliction adds greatly to this power, and as silently they poise themselves on the imagination, time and space are alike forgotten.

Even superior to contrary circumstances, and forgetful of pain and hardship, can we become by cultivating thought. We all know, though a silent worker, how subtle its influence. The sudden impulse to speak of previously forgotten subjects have often been traced to the effect of some contiguous mind. The ability to recall depends largely upon the power of attention at the moment of the attempted recollection. The true "art of memory" is the "art of attention." Whatever may be said in regard to training our thoughts, it must be remem-



bered that memory is not, as was at one time supposed, an independent faculty of the mind, but may be directly *strengthened* by use or *weakened* by disuse.

Hence, our recollections are never exactly alike from day to day, and each time that we recall anything, we do not remember so much of the event as of the latest reminiscence thereof. Thus, if we are sad we give the memory picture a gloomy background. If we are gay, we brighten it with lighter colors.

It is only through persistent, untiring thought, that grand results are achieved. Many are inclined to look upon inventions as involuntary creations, but there is no class of men so absorbed in one idea as inventors. They make everything and everybody subject to their moods, until, at last, the perfected result is given to the wondering world; again the inventor plunges into seclusion—the rest of the world and its surprises being lost to him as he thinks out another so-called “discovery.” Then, in the literary world there have been many inspirations of the moment, but deep, earnest thought, has preceded, and, indirectly at least, brought about the great production. There are so many of this kind of thinkers that the world is suffering at their hands.

Inventions of machinery to take the place of workmen in the different occupations have been great blows to the laboring class of men, who are forced out of work by this cultivation of thought on the part of their fellow workmen.

In order to tell whether a person is educated or not, ask, “Can he do his own thinking?” “Has he observant habits and has he a thoughtful mind?” We have thousands of people who work well when they have rules to follow, but put them at their own resources and they are at sea. A master mechanic once said of a young mechanic under him, “He’s smart enough, but he’s got no brains.” This was a wrong expression. Indeed, if the young mechanic was smart, he must have had brains. What the master mechanic intended to say was, that the lad had never been taught to observe and to think. Facts are good when remembered, but they are very dry unless they become elements in the process of reasoning and expectation. The memory is not the only part of the mind to be cultivated. To enable one to grapple with the problems of life, it is the powers of reasoning and judgment that need development and exercise. If this is not done, success may not be expected.

Is not this power of observation and thought more useful by far? Two-thirds of the woes of life come from the lack of thinking. Many volumes could be written detailing the woes and miseries that “educated” people have caused by the inability or unwillingness to think.

The opportunities of getting an education by observation only, are

innumerable, especially is this true in the case of deaf-mutes, whose power to see is all the more increased on account of their inability to hear, and because the eye is called upon to perform in a measure the office of the ear. Nature's open book is before us. The invitation to read is ever present. \* Still only one person reads where ten do not. It is astonishing when we consider how many apples had dropped from trees before any one noticed the hastening of their motion as they neared the ground. It was many years after the expansive nature of steam was discovered before the steam engine was invented.

The supremacy of the mind over the body has attracted the attention of medical men, and now in the treatment of disease, every competent physician knowing how great is the subjection of the body to the mind, governs his course of action thereby. Through our thoughts we make ourselves a sphere, from which issues, unconsciously perhaps, a power for good or evil.

Life is more than the mere breathing, followed by the quickened circulation of the blood. We live in thoughts, not in pulsations. He most lives who thinks most ; lives in one hour more than the thoughtless do in years. As the poet, Thomas Vaux, says :

“ Companion, none is like unto the mind alone,  
For many have been harmed by speech,—  
Through thinking, few or none.  
Fear oftentimes restraineth words,  
But makes thoughts not to cease,  
And he speaks best that hath the skill  
When for to hold his peace.  
\* \* \* \* \*  
The sweetest time of all our lives,  
To deem in thinking spent.”

Therefore, let us endeavor to think, then speak ; think, then act ; and our lives will have higher aims and nobler ends. We shall then indeed be “Upright and Loyal” to our God, to our country and to ourselves.

*Gentlemen of the Board of Directors* :—Words cannot express the profound feeling of gratitude which creeps over us at this moment. We are soon to bid you adieu, but before doing so, we, the class of '92, wish to show to a doubting world, that your exertions to uphold this Institution and to improve the instruction of the deaf, have not been in vain. What a philanthropic labor is yours, to see that God's afflicted ones receive a beneficial education, and are made comfortable during their school days.

Surely, you will never have cause to regret the interest you have taken in the education of the deaf, nor will those benefitted by your kindly labors, ever forget your names. Under your management, the

Institution has and must continue to thrive, nothing being left undone that would benefit the pupils intellectually. May your reward upon leaving this earth be a fitting one, and your eternal rest a peaceful one.

In departing from under your kind and watchful care, we bid you a sad farewell.

*To the Principal, Professors and Teachers :—*How can we express our gratitude to you, you who have led us into the paths of knowledge. Through careful teaching and discipline, and the principles employed under what is known as the New York Combined System, we have been enabled to obtain a thorough education. The teachings of this Institution are not only to make us competent and successful in the trades, but also to form and develop the mind, so as to give the student an insight into himself and an acquaintance with his own capabilities and powers, and to induce him to take a large and liberal view into life. In this direction you have succeeded admirably well, and to-day finds us possessed of a good education. Your efforts in imparting to us the laws and doctrines of our Creator and Preserver, and the many beauties of the universe, have met with a like success, and in the carrying out of these you have fought against difficulties that would have weakened hearts less stout. It is our earnest and constant hope that your lives may be crowned with happiness, and may we show our fond appreciation of your labors in our behalf in our life work. We shall always bear in mind your untiring efforts, and may we, when life's journey is o'er, meet in that land of Paradise. Farewell.

*To the Superintendent and Officers of the Administrative Department :—*We are about to sever the bonds which have so long held us. Through your efforts and administration we have become skilled in some of the mechanic arts, so that not only our minds have been educated, but our hands as well, at the various trades. The Industrial Department has done so much for our well-being, that to-day we are possessed of a tolerably good idea of the different vocations which will prove a source of great value in our battle for life. We shall always remember the many kindnesses showered upon us, and your kindly endeavors to the bettering of our condition. May you continue long in this good work. Farewell.

*Graduating Classmates and Schoolmates :—*We are soon to part company as brothers and sisters under one roof ; part with the many beautiful scenes about our school buildings. How many are the pleasant reminiscences of our association with each other, and now that we are to separate we all feel those sympathies that have bound us together for so many years. What a sad event in our lives, to take leave of so

many friends and of our own particular selves. You may think graduating an easy matter, but it requires careful consideration. The spirit of this Institution never graduates, and in a like manner, do not let your high opinion of your *Alma Mater* leave your minds. Turn your thoughts to her advancement and onward march. Remember that the strength of every great educational institute is in the love and active loyalty of her alumni.

The world stands before you. You are soon to enter into its wide fields to battle with thousands like yourself for success in life. Now comes the opportunity of your lives; to show what your *Alma Mater* has done for you. *Be upright and loyal to her.* Endeavor always to do your best. Remember what is in a name, and by your success raise the standard of your school and your class. Be resolute and upright in your motives, steadfast and loyal in your intentions. The energy with which you labor will *only* be known by its results.

Bear in mind your motto, "Upright and Loyal." Abide by it, and in your exertions in life see that your conduct and example are worthy of a name, thus reflecting credit upon the populace at large and upon your *Alma Mater*.

May you *all* succeed in your opportunities, and may fortune favor the brave. We part, my classmates, never again to meet as a class, but may we all meet in the great hereafter at the greater commencement, after which there will be no partings, but life forevermore. Farewell, a *sad* farewell.

#### DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.

The conclusion of the literary exercises, specimens of which have already been given, was followed by the presentation of certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 14th, 1892.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

John M. Black,  
William Greenlaw,  
Arthur P. Izquierdo,  
Charles Kaiser,

Robert S. Ryan,  
Albert Sartor,  
Frank D. Silliman,  
Orlando D. Smith,

Joshua Levy,  
Eugene Moeslein,  
Peter O'Neill,  
James Ogle,  
Henry C. Redmond,

Louis Somel,  
Katie Bopp,  
Jane Levy,  
Elizabeth Norton,  
Katie Spieles,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That

Frank Avens,  
Benjamin F. Hadden,  
George Hamm,  
Carl A. Koenig,  
Robert S. Kerr,

William E. Short,  
Frank Turner,  
Robert Zundel,  
Eunice Miller,  
Mamie L. Elsworth,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

John M. Black,  
William Greenlaw,  
Arthur P. Izquierdo,  
Charles Kaiser,  
Joshua Levy,  
Eugene Moeslein,  
Peter O'Neill,  
James Ogle,  
Henry Redmond,

Robert S. Ryan,  
Albert Sartor,  
Frank D. Silliman,  
Orlando D. Smith,  
Lewis Somel,  
Katie Bopp,  
Jane Levy,  
Elizabeth Norton,  
Katie Spieles.

*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

George Anhalt, Jr.,	Nicholas Smith,
Frank Avens,	John Stauch,
Irwin E. Bagnall,	Robert J. Thompson,
Benjamin C. Dennison,	Frank Turner,
August Falte,	Robert Zundel,
Benjamin F. Hadden,	Lizzie Fisher,
George Hamm,	Mary Helst,
Robert S. Kerr,	Bertha Kuehn,
Carl A. Koenig,	Eunice Miller,
William E. Short,	Mary E. Rapp,
Anna L. Starbuck.	

*Resolved*, That certificates for a modified course of supplementary study be awarded to

Margaret Bogatiska,	Josephine Daly,
Bertha Block,	Nellie C. Price.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

Robert E. Maynard,	Margaret A. Boyd,
William W. Watson,	Mabella S. Fish,
Christian E. Vernon,	Ella F. Taylor.

*Resolved*, That the prizes, for speed and accuracy in type-setting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded as follows :

First prize, to Martin Glynn ; second prize, to John Hogan ; third prize, to Frank Turner ; fourth prize, to James Britt.

*Resolved*, That prizes be given to the pupils of each division for proficiency in their respective trades, viz :

#### CARPENTERS.

Division I.—First prize, Louis Unger ; second prize, William W. Boyd.

Division II.—First prize, Edward Rappholdt ; second prize, Francis Picard.

## SHOEMAKERS.

Division I.—August Falte. Division II.—Daniel F. Lynch, Jr.

## TAILORS.

Division I.—Arthur P. Izquierdo. Division II.—Samuel Hofstatter.

*Resolved*, That the prize for dressmaking, in the Matron's department, be awarded to Margaret A. Boyd.

*Resolved*, That the prize for skill displayed in shirtmaking, be conferred upon Jane Levy.

*Resolved*, That the prize for plain sewing, be adjudged to Gertrude Turner.

*Resolved*, That the prizes for proficiency in cooking, be awarded, in Division I., to Ella F. Taylor, and, in Division II., to Margaret Bogatiska.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :

## IN STUDIO WORK.

For Illustration.—First Prize, Frank Avens ; second prize, Herman Lamm.

For General Excellence.—First Prize, Morris Marks ; second prize, Samuel M. Cocks ; third prize, Leslie G. Marshall.

For Charcoal Drawing.—First prize, Anton Suk ; second prize, Eugene Moeslein.

For Progress.—First Prize, Mabel C. Pearce ; second prize, Mary Branfuhr.

## IN GENERAL CLASS WORK.

For Charcoal Drawing.—William E. Short.

For General Excellence.—Frank Turner, Margaret A. Boyd and Emma Bamman.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Mary E. Rapp.

*Resolved*, That the Alstyne Prize, for general excellence of character and perseverance in well doing, be awarded to Frank Avens.

*Resolved*, That the Cary Testimonial be awarded to Frank Turner, for superiority in scholarship and character.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to William W. Watson.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies, be awarded to Ella F. Taylor.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to Christian E. Vernon.

*Resolved*, That the Anderson Prize, for superior attainment, be awarded to Robert E. Maynard.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Margaret A. Boyd.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Mabella S. Fish.

All of which is respectfully submitted.

JAMES B. FORD, *Chairman*,  
J. A. BEALL,

*Committee on the Annual Examination.*



TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1892.

RECEIPTS.		EXPENDITURES.	
From the State of New York for board and tuition of State pupils.....	53,163 87	For Groceries and Provisions.....	21,830 61
From Counties, for board, tuition and clothing of County pupils.....	30,600 78	For Salaries and Wages.....	14,286 15
From paying pupils, for board and tuition...	1,087 19	For Schools.....	\$21,784 11
From board of teachers.....	1,525 00	For Art Department.....	902 91
From Printing Office.....	1,116 95	For Clothing.....	3,981 77
From sales of coal.....	185 50	For Shoe Shop.....	1,944 10
From Discount on audited bills.....	153 09	For Tailor Shop.....	2,001 46
From Contractor for use of Croton water and damages.....	135 00	For Building and Repairs.....	4,433 69
From sales of clothing.....	72 85	For Carpenter Shop.....	1,619 86
From sales of empty barrels.....	43 13	For Printing Office.....	
From sales account of Carpenter Shop.....	23 00	For Garden.....	
From sales of dry goods.....	12 84	For Furniture.....	
From sales account Shoe Shop.....	11 40	Cooking School.....	216 90
From sales account Tailor Shop.....	9 05	For Fuel and Lights.....	7,878 64
From sales account of garden.....	5 00	For Stable.....	1,048 23
From sales of rags.....	2 85	For Washing.....	2,699 39
From sales of groceries.....	60	For Hospital.....	1,055 01
From Frizzel Fund for Board and tuition of Irene Towers.....	125 69	For Contingent.....	2,304 86
From Real Estate & Building Fund, for deficit for the year.....	5,399 04		
	\$93,072 83		\$93,072 83

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner, Cary and William H. Fogg Funds are reserved for uses prescribed by the terms of the several bequests.

DR.	REAL ESTATE AND BUILDING FUND.	CR.
1891.		
Oct. 1.	To balance from old account.....	243,836 01
	“ interest on bonds and mortgages.. . .	9,584 49
	“ legacy of Julia A. Delaplaine .....	1,000 00
	“ interest on same to December 19, 1891.	395 83
	“ principal of Bond and Mortgage on 1789 Ninth Avenue.....	23,000 00
	“ interest on balance in trust companies	1,171 79
		<u>\$278,988 12</u>
1892.		
Oct. 1.	To balance from old account.....	\$247,651 04
	Mem.—General Fund owes for advances made, \$54,615.29.	
		</

WILLIAM H. FOGG FUND.

Aug. 9, 1892. To cash received from George Bliss, Executor, etc., of Elizabeth Fogg, deceased, under thirty-first clause of her will: “I give and bequeath to the New York Institution for the Instruction of the Deaf and Dumb, the sum of \$10,000, to be invested, and called the William H. Fogg Fund, and the income thereof to be used for the charitable purposes of that Institution.” .....

\$10,000 00

LIBRARY FUND.		CR.
DR.		
1891.		
Oct. 1. To balance from old account.....	4,227 57	\$286 70
1892.		
May 11. To gift from Mrs. John F. Norbury.....	10 00	4,202 45
June 4. To gift from Charles W. Cooper, Esq.....	100 00	
To interest.....	151 58	
	<u>\$4,489 15</u>	<u>\$4,489 15</u>
1892.		
Oct. 1. To balance from old account.....	\$4,202 45	

FRIZZELL FUND.		CR.
DR.		
1891.		
October 1. To balance from old account.....	3,282 14	125 69
" " interest	121 24	3,277 69
	<u>\$3,403 38</u>	<u>\$3,403 38</u>
1892.		
October 1. To balance from old account.....	3,277 69	

HARRIET STONER FUND.		CR.
DR.		
1891.		
October 1. To balance from old account.....	194 58	201 41
" " interest	6 83	
	<u>\$201 41</u>	<u>\$201 41</u>
1892.		
October 1. To balance from old account.....	201 41	

DR.		CARY FUND.		CR.
1891.			1892.	
October 1.	To balance from old account.....	188 69	September 30.	By balance to new account.....
	" interest	4 70		
		\$188 89		\$188 89
1892.				
October 1.	To balance from old account.....	188 89		

RECAPITULATION.

Real Estate and Building Fund.....	247,651 04	Cash in N. Y. Life Insurance and Trust Co.....	45,568 10
"William H. Fogg" fund.....	10,000 00	" United States Trust Co.....	27,898 04
Library Fund .....	4,202 45	" Bank of Metropolis ...	1,827 40
Frizzell Fund.....	3,277 69	" Inst. for Savings of Merchants Clerks....	5,227 29
Harriet Stoner Fund.....	201 41	" Seamen's Bank for Savings .....	2,592 65
Cary Fund.....	188 89	Bonds and Mortgages.....	182,867 50
	\$265,470 98		\$265,470 98

STATE OF NEW YORK,                    }  
CITY AND COUNTY OF NEW YORK,        } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 27th        }  
day of October, 1892.            }

WILLIAM H. ROCKWOOD,

Notary Public for New York County.

[SIGNED.]       GEORGE A. ROBBINS,

## Report of the Superintendent.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :—*

GENTLEMEN :—Agreeably to your requirements, I have the honor to report upon the incidents connected with the material interests of the Institution under your care, for the year ending September 30th, 1892.

To note our experiences from year to year necessarily becomes somewhat monotonous and to a greater or less degree uninteresting to the general reader, but to you, gentlemen of the board, who have the interests of the Institution at heart, facts and statistics, relative to the work accomplished, the efforts made, successes achieved and difficulties encountered, must be matters of moment.

It will be seen by reference to the report of Dr. Alexander, our attending physician, herewith submitted, that the general health of our pupils has been remarkably good, as for several years past no death has occurred at the Institution, neither have we been visited by any special or serious sickness or accident, which not unfrequently occurs where large numbers are congregated under one roof. To this immunity our thanks are due to the kindly hand of Divine Providence for guiding our steps and directing our efforts for the common weal of the household.

### SUMMARY OF ATTENDANCE.

	Males.	Females.	Total.
Number connected with the Inst. Sept. 30, 1891.	211	100	311
Absentees dropped from the rolls.....	15	12	27
Number present Oct. 1, 1891.....	196	88	284
Former pupils re-admitted.....	5	1	6
New pupils admitted .....	24	16	40
Whole number... ..	225	105	330
Number who have left during the year.....	17	17	34
Number connected Sept. 30, 1892.....	208	88	296

By the foregoing table it appears that 330 pupils have been present during the year. Of this number, 225 were males, and 105 were females, who were supported as follows :—

By the State of New York.....	213
By the Counties of New York.....	97
By the State and Counties.....	13
By Parents and Guardians.....	4
By the Institution.....	3
	<hr/>
	330

A catalogue of pupils with their residences has been prepared, and is herewith submitted.

The number of pupils dropped from the rolls for non-attendance is one in excess of that discharged the preceding year for like cause. Our loss from this cause for the year was twenty-one pupils, who lose from one to three years' tuition at the most critical period of their school life, and yet their desire to leave school and engage in money getting is encouraged by their parents and approved by friends, and no amount of argument is sufficient to dislodge from their minds the idea that they have most wisely solved the problem which is to have so lasting an effect on their future.

The total number of pupils connected Sept. 30, 1891, was.....	311
Total number connected Sept. 30, 1892, was.....	296

Showing a falling off at that date of. .... 15

The causes operating to bring about this result are so well understood, and have been so frequently alluded to, that a repetition seems unnecessary.

Applications have, as usual, been received for the admission of State pupils which we were obliged to reject owing to the parents not having acquired a three years' residence. The law, as it stands, works a great hardship to many an anxious parent who has recently taken up his residence in the State. His hearing and speaking children can enter the public schools at once, but if he chances to have one unfortunate deaf child who can not be educated at the public school, that child forsooth must be excluded from school privileges until two or more years have elapsed. I attach so much importance to the necessity of a change in the law, that I take the liberty of repeating what I said in a previous report on this subject. "The clause in the State law relative to the admission of State pupils making a three years'

residence in the State requisite, is found occasionally to exclude very worthy pupils from receiving the benefits of an education to which they would be entitled under the law at a later period. The result is a loss to the applicant of some two years of the most favorable period for acquiring knowledge. If this clause could be amended to read one year instead of three, it would prove a great blessing to this class, while the State would not suffer in the least by the change, as it would, in reality, expend no more for their education than it does under the three years' clause, the only difference being, the expenditure would begin two years earlier."

The justice in a change such as suggested is so apparent, that I have no doubt it would be conceded at once if the matter were placed in the hands of our representative at Albany.

**FINANCIAL.**

The expenditures for the year were.....	\$93,672 83
The current receipts for the same period were .....	88,273 79
	<hr/>
Leaving a deficit of.....	\$5,399 04

Which amount has been paid from the Real Estate and Building Fund.

The expenditures were some three thousand less than that of the preceding year, while the current receipts have fallen off about fifteen hundred dollars.

The bills for the board and tuition of State pupils were rendered and collected by the treasurer.

All drafts or warrants from the counties of the State for support of county pupils or clothing of State pupils, were transmitted to the treasurer immediately on their receipt.

Miscellaneous and petty collections from individuals, sales from shops and from whatsoever other sources, have been promptly turned into the treasury by the superintendent's check.

Quarterly detailed statements by the treasurer of expenditures and receipts have been forwarded to the Comptroller at Albany.

**REPAIRS AND IMPROVEMENTS.**

The ordinary repairs necessary to buildings so extensive as ours, which have been erected upward of thirty-five years, forms an item of expense of greater proportion than those who are unfamiliar with the subject would suppose. Nothing short of continuous effort, involving

labor and material, will suffice to maintain the several buildings in a good state of preservation and sanitary condition. Your executive committee has fully realized this fact, and whenever it has had funds at its disposal, has authorized their disbursement to this end. While there is much yet to be done, it is safe to say that our buildings have not been in as good condition for years as they are to-day.

During the past year additional hard-maple flooring has been laid to the extent of over seven thousand feet, mainly in the school building and halls leading thereto.

Seventy-two clothes closets have been constructed on the upper floor of south wing, in connection with the compartments recently arranged for the accomodation of the larger female pupils occupying that dormitory. Six new wash-bowls set in marble have also been provided for the same room.

During the summer three hundred lineal feet of picket fence was put up on the south line of 165th Street recently graded.

The usual work of renovating the buildings, kalsomining and painting, was satisfactorily performed during the vacation months.

Repairs to steam, water and gas-pipes, where necessary, were made by our engineer, and such additional pipes, coils, etc., as were in his judgment necessary.

Four hundred and thirteen moss mattresses were re-made, much of the labor being performed by our own employees.

Four additional black walnut library cases have been constructed, accommodating about one thousand three hundred volumes.

#### INDUSTRIAL.

The question of a livelihood and how to obtain it, has engaged the earnest, prayerful consideration of men in all ages and, will continue so to do to the end of time.

To the deaf, this question has an import of more than ordinary significance. Although he may have received an average education in the class-room, which to a great degree has contributed to his happiness, his understanding has been enlightened, his knowledge of God and a risen Saviour, of the great world about him, all tend to contribute to his enjoyment, yet these of themselves will not suffice to enable him to answer the question propounded. To meet this difficulty, this and kindred Institutions conceived the idea of educating the hand as well as the head, that through the combination of both the vital question might be solved.

Solely for the benefit of its pupils, a large, well-lighted, comfortable building, with pleasant surroundings, was erected by this Institution



several years ago, to be used and occupied as a trades school for boys. Competent instructors were employed, and parents were given an opportunity to choose for their children one of the industries here taught. From this pioneer building the Institution has for years continued its mission for the uplifting of the deaf throughout the State. During that period it has graduated hundreds of mechanics who are to-day prosperous, well-to-do citizens, many of whom are still employed at the calling chosen when schoolboys at Fanwood.

If the advantages here afforded in class-room and shop are improved as they should be, success in life is as sure to follow as day is to succeed night. On the contrary if the pupils is indifferent, careless of results, willing to lean upon the parents and friends to be lifted over the rough places of life, and is content to remain in the slough of despondence, life will not be a success. While the number of the latter class are not numerous, yet they do exist. Every school for the deaf has its quota, and every community its drone though possibly not afflicted with deafness.

To this class among our deaf we direct much earnest effort and not unfrequently are rewarded by the positive arousing of a spirit of ambition, not to say enterprise.

Three hours per day is devoted to acquiring one of the following trades, viz:—Printing, shoemaking, carpentering and cabinet-making combined an tailoring. Gardening is also taught during the summer. The female pupils are taught dressmaking, shirt-making, plain-sewing and cooking. The ruling thought in the management of the several industries is to benefit the pupils.

In summarizing the result of their labors, we are obliged in some cases to affix values, as in no other way can we determine the amount or character of the work accomplished. This, therefore, should not be regarded as having any reference to the profit or loss of the industry to which the amount so placed relates.

The aggregate of industrial work for the year may be stated as follow :—

#### PRINTING.

Edwin A. Hodgson in charge ; number of boys employed, twenty-three ; from 13 to 21 years of age.

In the printing office the aim is to thoroughly drill and educate the pupil apprentices in the fundamental principles of the “art preservative.” The mere object of accomplishing work is relegated to the background. The improvement of the pupil, and not the aggregate product of his labor, constitutes the measure of success.

The weekly newspaper affords the opportunity for the development of speed and accuracy. The job-work and the display work on the paper cultivates the taste for order and harmony. Both together conduce to an industry begotten of interest in every-day employment, and fit the pupils to take their places in the world as self-dependent and useful men.

Value of work done for the Institution.....	\$506 58
Custom work (cash received).....	1,116 95

#### SHOEMAKING.

John Lechthaler in charge ; number of boys employed, seventeen ; from 13 to 23 years of age.

Number of shoes made, 415 pairs.

Number of shoes repaired, 781.

Custom work (cash received).....	\$11 40
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#### CARPENTERING AND CABINETMAKING.

Edward Clearwater in charge ; number of boys employed, forty ; from 12 to 22 years of age. A considerable number of these are learning chair-caning, not being strong enough to work at the bench.

Value of work done for the Institution in repairs and improve- ments. (Less material).....	\$1,656 49
Chair-caning for outside parties (cash received).....	23 00

#### TAILORING.

Charles Englehardt in charge ; number of boys employed, eleven ; number of girls, three ; from 12 to 24 years of age.

Number of coats and jackets made, 188.

Number of pants made, 298.

Number of vests made, 149.

Custom work (cash received).....	\$9 05
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#### GARDENING.

Albert Metzger in charge ; number of boys employed, seven ; from 12 to 24 years of age. During the winter months the boys are assigned to the several shops.

Value of produce furnished the Institution.....	\$2,101 33
Sales (cash).....	5 00

**COOKING.**

Alice D. Gillette in charge. Two classes of the more advanced female pupils have received one lesson each per week. As these classes are drawn from the division in school, and receive but one lesson per week, they are not tabulated in the general summary as in the case of daily attendants.

At the close of the school term, Mrs. Gillette reported satisfactory progress made by her pupils, that much interest was awakened, and that without doubt the training here received will assert itself throughout their domestic experience.

**CLASSIFICATION OF INDUSTRIES.**

INDUSTRIES.	MALES.	FEMALES.	TOTAL.
Printing.....	23	—	23
Shoemaking.....	17	—	17
Carpentering.....	40	—	40
Tailoring.....	11	3	14
Gardening.....	7	—	7
Dressmaking.....	—	12	12
Shirt-Making.....	—	14	14
Plain Sewing.....	—	25	25
Total.....	98	54	152

Each of the elder girls, in addition to the work as tabulated, has assisted in household duties during alternate weeks to the extent of one hour per day, in order to become familiar with the details involved, and, therefore, be better fitted for usefulness when returning to their homes.

The pupils not classified as connected with any of the industries, are those who are either too young or who are not robust in their physical development, therefore are not assigned to any regular employment, but are allowed to alternate between study and play.

To those who are familiar with the topography of our grounds, and have seen them since the division and subdivision growing out of avenue and street openings, need not be told that all of our playgrounds west of the Boulevard have been so enroached upon as to be useless for the purpose for which they were originally designed, or destroyed altogether. To remedy this loss to some extent, I have from time to time urged the necessity of a gymnasium for the use of our boys. I

am still of the opinion that a thoroughly equipped gymnasium would not only add vigor and strength to the physical and intellectual being of our boys, but would exert a moral influence upon them by its tendency to keep them on the grounds, preventing them from roaming about in search of amusement elsewhere, the tendency of which is to subject them to evil associations and practices, which, under the most unfavorable circumstances, they learn all too soon.

Many of the institutions for the deaf are already supplied with this requisite, others are agitating the subject, while its desirability in a school of this character is almost unanimously conceded.

In calling your attention to this matter, I do so with the hope that you will give it due consideration, and that in the near future you may see your way clear to act upon the suggestion thus feebly set forth.

Changes of clerk, first and second male supervisors, night-watchman, housekeeper and nurse, were made during the year.

Acknowledgements are due :—

To Roosevelt Hospital, for the admission and treatment of pupil.

To the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute, for free admission to the pupils of the Institution, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for pupils and officers attending American Institute Fair.

To Christian Klackner, Esq., for a number of very fine pictures, consisting of engravings, etchings, etc.

Respectfully submitted,

CHAUNCEY N. BRAINERD, *Superintendent.*

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, *October 1, 1892.*

REPORT OF THE ATTENDING PHYSICIAN.

FOR THE YEAR ENDING SEPTEMBER 30, 1891.

LIST OF CASES TREATED.

DISEASES.	Cases.
Abscess.....	2
Adenitis.....	1
Bronchitis.....	1
Cellulitis.....	3
Contusions.....	2
Diarrhœa.....	1
Eczema.....	1
Epilepsy.....	1
Fever (remittent).....	5
Fracture of Radius.....	1
Influenza.....	30
Neuralgia.....	2
Ovaritis.....	2
Pleuritis.....	1
Periostitis.....	1
Rheumatism.....	5
Ringworm of Scalp.....	9
Sarcoma of Jaw.....	1
Scarlatina.....	1
Stomtitis.....	1
Tonsilitis.....	53
Tuberculosis.....	2
Typhitis (recurring).....	1
Wounds (slight).....	2
Total.....	129

To the President and Board of Directors :

GENTLEMEN :—From the above list, it will be seen but few cases of serious illness have been treated during the past year.

The two cases of consumption are at present doing well, the disease being seemingly in quiescent state. The cases of scarlatina occurred in the person of a domestic. There have been no deaths during the year.

Yours respectfully,  
W. T. ALEXANDER, M.D.

REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

38 EAST TWENTY-SIXTH STREET, }  
NEW YORK CITY, October 1, 1892. }

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—I have the honor to submit the following report of examinations, operations, etc., occurring in the Ophthalmological and Otological Departments during the past fiscal year :

OPHTHALMOLOGICAL.

DISEASES, ETC.	CASES.	REMARKS.	CASES.
Abscess Upper Lid.....	1	Cured.....	1
Astigmatism.....	1	Benefitted by glasses.....	1
Blepharitis.....	8	Cured.....	8
Blepharo-Conjunctivitis.....	1	Cured.....	1
Chalazion.....	1		
Conjunctivitis.....	16	Cured and under treatment.	16
Cataract, Traumatic.....	1		
Canthoplasty....	1	Operated successfully.....	1
Hypermetropia.....	4	Glasses adjusted.....	4
Iridectomy .....	1	Operation.....	1
Maculae Cornea.....	3	Benefitted by treatment....	3
Myopia.....	8	Glasses adjusted.....	8
Phthisis Bulbi.....	1		
Retinitis Pigmentosa... ..	1		
Strabismus Convergens.....	1	Operation pending....	1
Trachoma, Acute.. ..	3	Cured and under treatment.	3
Trachoma, Sub-Acute.....	7	Cured and under treatment.	3

OTOLOGICAL.

DISEASES, ETC.	CASES.	REMARKS.	CASES.
Otitis, Media, Purulentia.....	6	Cured.....	3
		Under treatment.....	3
Epithelial cast of auditory canal, externus.....	1	Removed entire.....	3

It is my desire to supplement this report with a reiteration of the tenor of that of 1889, especially in reference to the care of pupils while away from the Institution during the vacation periods. An exacerba-

tion of eyelid disease is often very marked upon their return to us each fall, as was then mentioned. Any suggestions of your honorable body for the reduction or lessening of this evil coincident to their summer surroundings, would prove a great boon to quite a number and lessen the possibilities of evil of a kindred nature to the rest, thus indirectly acting as a sanitary measure for the good of the Institution at large.

Trusting that the pupils and inmates of the Institution may enjoy another year of general prosperity equal to that of the past, I have the honor to remain

Yours respectfully,

F. C. RILEY, M.D.

# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1892.

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## MALES.

Name.	Town.	County.
Abrams, William S.....	New York.....	New York.
Alonzo, Romon, Jr.....	Brooklyn.....	Kings.
Amlauer, Charles.....	New York.....	New York.
Amnuth, Jacob.....	New York.....	New York.
Anderson, Robert H.....	Brooklyn. ....	Kings.
Anderson, Wm. J.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barry Alfred G.....	Brooklyn.....	Kings.
Baschen, Ascher.....	New York.....	New York.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Belch, James.....	Brooklyn.....	Kings.
Benson, Orris.....	Grahamsville.....	Sullivan.
Berg, Carl A.....	Brooklyn.....	Kings.
Berg, Felix M. E.....	Brooklyn.....	Kings.
Berg, Paul O. F.....	Brooklyn.....	Kings.
Bettels, Henry.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blanth, William M.....	New York.....	New York.
Block, Charles.....	New York.....	New York.
Bohmler, George.....	Maspeth.....	Queens.
Bowers, Wilbur L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.



Name.	Town.	County.
Brady, Daniel.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Burch, Louis.....	Bay Shore.....	Suffolk.
Burke, James.....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.
Burland, Nicholas.....	Hurley.....	Ulster.
Burt, David.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Cambell, John.....	Troy.....	Rensselaer.
Capuano, Guiseppe....	New York.....	New York.
Carman, Squire S.....	New York.....	New York.
Carr, George W.....	Urbana.....	Steuben.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	North Hempstead....	Queens.
Cohen, Abraham.....	New York.....	New York.
Cohen, Henry.....	New York.....	New York.
Cole, Charles W.....	Tompkins.....	Delaware.
Conners, Frank.....	New York.....	New York.
Cullimore, John N.....	New York.....	New York.
Daly, Thomas.....	New York.....	New York.
DeLaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dingman, Stafford.....	Phœnix.....	Oswego.
Dooddy, Thomas.....	Albany.....	Albany.
Dorst, Henry.....	New York.....	New York.
Drasky, Myar.....	Schenectady.....	Schenectady.
Droppe, Henry.....	New York.....	New York.
Dyer, Samuel J., Jr.....	Brooklyn.....	Kings.
Elflein, John A.....	Roxbury.....	Delaware.
Elliot, Michael.....	New York.....	New York.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Fallon, Terry.....	Fishkill.....	Dutchess.
Falte, August.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Fedrman, Isaac.....	New York.....	New York.
Ferguson, George J. R.....	Brooklyn.....	Kings.
Fink, William, Jr.....	Tompkins.....	Delaware.
Framer, Frederick.....	Ashland.....	Greene.
Fried, Max.....	New York.....	New York.
Gaffney, James.....	Brooklyn.....	Kings.
Gaunt, Charles.....	New York.....	New York.
Gilmore, William.....	New York.....	New York.

Name.	Town.	County.
Glynn, Martin. ....	New York.....	New York.
Gomez, Joaquin.....	Socorro.....	Rep. Colombia.
Goor, John.....	New York.....	New York.
Gompers, Solomon A.....	Brooklyn.....	Kings.
Greenlaw, William J.....	New York.....	New York.
Greenwald, Henry A.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hannon, Stephen.....	Kingston.....	Ulster.
Hartnett, Dennis.....	New York.....	New York.
Hatowsky, Louis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Heil, John, Jr.....	New York.....	New York.
Heerdt, Herman.....	New York.....	New York.
Hefferman, William.....	Brooklyn.....	Kings.
Herrman, Louis.....	New York.....	New York.
Hofstatter, Samuel.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Holmes, Henry.....	New York.....	New York.
Howard, Edmund.....	Brooklyn.....	Kings.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Hurson, Arthur L.....	New York.....	New York.
Isbell, Chester M.. ....	New York.....	New York.
Izquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Kaplowitz, Israel.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiser, John.....	New York.....	New York.
Kennedy, Edward.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
Kiernan, Peter J.....	New York.....	New York.
King, Frederick G.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Kniffen, Herman L.....	Middletown.....	Orange.
Knipe, Alexander C.....	Newburgh.....	Orange.
Koenig, Carl.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Kuhn, William.....	New York.....	New York.

Name.	Town.	County.
Brady, Daniel.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Burch, Louis.....	Bay Shore.....	Suffolk.
Burke, James.....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.
Burland, Nicholas.....	Hurley.....	Ulster.
Burt, David.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Cambell, John.....	Troy.....	Rensselaer.
Capuano, Guiseppe....	New York.....	New York.
Carman, Squire S.....	New York.....	New York.
Carr, George W.....	Urbana.....	Steuben.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	North Hempstead....	Queens.
Cohen, Abraham.....	New York.....	New York.
Cohen, Henry.....	New York.....	New York.
Cole, Charles W.....	Tompkins.....	Delaware.
Conners, Frank.....	New York.....	New York.
Cullimore, John N.....	New York.....	New York.
Daly, Thomas.....	New York.....	New York.
DeLaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dingman, Stafford.....	Phoenix.....	Oswego.
Doody, Thomas.....	Albany.....	Albany.
Dorst, Henry.....	New York.....	New York.
Drasky, Myar.....	Schenectady.....	Schenectady.
Droppe, Henry.....	New York.....	New York.
Dyer, Samuel J., Jr.....	Brooklyn.....	Kings.
Elflein, John A.....	Roxbury.....	Delaware.
Elliot, Michael.....	New York.....	New York.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Fallon, Terry.....	Fishkill.....	Dutchess.
Falte, August.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Fedrman, Isaac.....	New York.....	New York.
Ferguson, George J. R.....	Brooklyn.....	Kings.
Fink, William, Jr.....	Tompkins.....	Delaware.
Frayer, Frederick.....	Ashland.....	Greene.
Fried, Max.....	New York.....	New York.
Gaffney, James.....	Brooklyn.....	Kings.
Gaunt, Charles.....	New York.....	New York.
Gilmore, William.....	New York.....	New York.

Name.	Town.	County.
Glynn, Martin. ....	New York.....	New York.
Gomez, Joaquin.....	Socorro.....	Rep. Colombia.
Goor, John.....	New York.....	New York.
Gompers, Solomon A.....	Brooklyn.....	Kings.
Greenlaw, William J.....	New York.....	New York.
Greenwald, Henry A.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hannon, Stephen.....	Kingston.....	Ulster.
Hartnett, Dennis.....	New York.....	New York.
Hatowsky, Louis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Heil, John, Jr. ....	New York.....	New York.
Heerdt, Herman.....	New York.....	New York.
Hefferman, William.....	Brooklyn.....	Kings.
Herrman, Louis.....	New York.....	New York.
Hofstatter, Samuel.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Holmes, Henry....,	New York.....	New York.
Howard, Edmund.....	Brooklyn.....	Kings.
Hunter, Samuel H.....	Troy....	Rensselaer.
Hurson, Arthur L.....	New York.....	New York.
Isbell, Chester M.. ....	New York.....	New York.
Izquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Kaplowitz, Israel.....	New York.....	New York.
Keegan, Teddy:.....	Brooklyn. ....	Kings.
Keiser, John.....	New York.....	New York.
Kennedy, Edward.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
Kiernan, Peter J.....	New York.....	New York.
King, Frederick G.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Kniffen, Herman L.....	Middletown.....	Orange.
Knipe, Alexander C.....	Newburgh.....	Orange.
Koenig, Carl.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Kuhn, William.....	New York.....	New York.

Name.	Town.	County.
Lamm, Herman.....	Brooklyn.....	Kings.
Lamprecht, William.....	New York.....	New York.
Landre, Herman.....	New York.....	New York.
Lane, Willard A.....	New York.....	New York.
Lawton, Ralph. ....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Loesch, Anton.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, Daniel F., Jr.....	New York.....	New York.
Lynch, William.....	New York.....	New York.
McDonald, George B.....	Brooklyn.....	Kings.
McEvoy, John J.....	Fishkill.....	Dutchess.
McFarlane, Robert.....	Brooklyn.....	Kings.
McVea, Robert .....	New York.....	New York.
Magerski, Eli.....	New York.....	New York.
Marks, Morris.....	New York.....	New York.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
Mendelsohn, Henry.....	New York.....	New York.
Mendez, Josias D.....	New York.....	New York.
Mentzinger, William W.....	Brooklyn.....	Kings.
Messerschmidt, John.....	New York.....	New York.
Meyer, David.....	New York.....	New York.
Meyers, James.....	Brooklyn.....	Kings.
Moeslein, Eugene.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morrison, Matthew H., Jr...	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Nimmo, Frederick M.....	Brooklyn.....	Kings.
Nuszek, Joseph.....	New York. ....	New York.
O'Brien, John E.....	New York.....	New York.
O'Neill, John .....	Brooklyn.....	Kings.
O'Neill, Peter.....	Brooklyn.....	Kings.
Ogle, James.....	Newburgh.....	Orange.
Pace, Henry F. M.....	New York.....	New York.

Name.	Town.	County.
Pape, Diedrich.....	New York.....	New York.
Paul, Andrew.....	Brooklyn.....	Kings.
Perry, Robert D.....	Sault Ste Marie.....	Michigan.
Peterson, Herman A.....	Brooklyn.....	Kings.
Picard, Francis.....	Albany.....	Albany.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Pightling, Charles J.....	Brooklyn.....	Kings.
Plapinger, Henry.....	New York.....	New York.
Plapinger, Herman.....	New York.....	New York.
Postlethwait, William D....	New York.....	New York.
Powell, Henry.....	New York.....	New York.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York.....	New York.
Probst, Herman.....	New York.....	New York.
Rappholdt, Edward.....	New York.....	New York.
Reautey, Louis.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Renner, William.....	New York.....	New York.
Resue, Wesley.....	Olive.....	Ulster.
Robinson, Stanley.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Ryan, Robert S.....	Westchester.....	Westchester.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Satow, Frederick.....	New York.....	New York.
Seeling, James J.....	New York.....	New York.
Schliech, Martin, Jr.....	Brooklyn.....	Kings.
Sheinholtz, Herman.....	New York.....	New York.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Sigal, Beril.....	Brooklyn.....	Kings.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Benjamin.....	New York.....	New York.
Simon, Nicholas.....	New York.....	New York.
Slinn, Edward.....	Ramapo.....	Rockland.
Smith, Burdette.....	Albany.....	Albany.
Smith, Edward.....	Hempstead.....	Queens.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamsville.....	Sullivan.
Smith, Samuel D.....	Brooklyn.....	Kings.
Solomon, Isra Leo.....	New York.....	New York.

Name.	Town.	County.
Somel, Louis.....	New York.....	New York.
Sorenson, John.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Suk, Anton.....	New York.....	New York.
Sussmann, Jacob.....	New York.....	New York.
Tanzas, Anton.....	New York.....	New York.
Taylor, Walter B.....	New York.....	New York.
Thompison, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Tibner, Ulysses G.....	Brooklyn.....	Kings.
Turner, Frank.....	Brooklyn.....	Kings.
Unger, Louis.....	New York.....	New York.
Utrazanka, Charles.....	Newburgh.....	Orange.
Vernon, Christian E.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn.....	Kings.
Watson, William W.....	Yonkers.....	Westchester.
Weinberg, Isaac.....	New York.....	New York.
Werr, Franklin H.....	Bloomington.....	Sullivan.
Willis, Henry.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Wink, Frederick.....	New York.....	New York.
Wolk, Israel.....	New York.....	New York.
Wood, Frank J.....	New York.....	New York.
Young, Howell O.....	Yonkers.....	Westchester.
Zerovitch, Harry.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.
Zundt, Edward.....	Brooklyn.....	Kings.

## FEMALES.

Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Baker, E. Clarabel.....	Brooklyn.....	Kings.
Bammann, Emma.....	New York.....	New York.
Barnet, Charlotte A.....	Brooklyn.....	Kings.
Berliner, Sarah.....	New York.....	New York.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Syracuse.....	Onondaga.
Block, Bertha.....	New York.....	New York.
Bogatiska, Margaret.....	New York.....	New York.

Name.	Town.	County.
Bolender, Jennie.....	Brooklyn.....	Kings.
Bopp, Katie.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Bredemeyer, Kate.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bullis, Lillian.....	Kingston.....	Ulster.
Buss, Johanna.....	Middletown.....	Richmond.
Byron, Florence M.....	New York.....	New York.
Caddy, Emma F.....	Rondout.....	Ulster.
Cantine, Mary E.....	Kingston.....	Ulster.
Clortie, Mary.....	New York.....	New York.
Collegan, Lena.....	New York.....	New York.
Daly, Josephine M.....	Brooklyn.....	Kings.
Day, Lura.....	Tompkins.....	Delaware.
Eaton, Mary.....	Brooklyn.....	Kings.
Echols, Agnes E.....	New York.....	New York.
Ehrlich, Kate.....	New York.....	New York.
Elsworth, Mary L.....	New York.....	New York.
Faust, Lizzie.....	New York.....	New York.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Furman, Sarah.....	Syracuse.....	Onondaga.
Gabie, Florence.....	Yonkers.....	Westchester.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Goldstein, Leah.....	New York.....	New York.
Grant, Maud.....	Newburgh.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hasty, Martha.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hemphill, Julia A.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hoenack, Elsa.....	New York.....	New York.
Hoffman, Mary.....	New York.....	New York.
Hopfer, Dora.....	Brooklyn.....	Kings.
House, Eliza M.....	Brooklyn.....	Kings.
Hutschinreuter, Hetwich....	New York.....	New York.



Name.	Town.	County.
Hutton, Nevada B.....	Brooklyn.....	Kings.
Jaycox, Matha.....	New York.....	New York.
Jerkofsky, Sarah.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York... ..	New York.
Kaminsky, Golde.....	New York.....	New York.
Kempf, Catherine.....	New York.....	New York.
Kncrr, Eliza.....	New York.....	New York.
Kolik, Sadie.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Koehn, Bertha.....	Fishkill.....	Dutchess.
Kummer, Louisa .....	New York.....	New York.
Kurz, Josephine.....	New York.....	New York.
Lorsson, Emma C.....	Stony Point. ....	Rockland.
Levin, Minna.....	New York.....	New York.
Levy, Jane.....	New Lots.....	Kings.
Little, Antoinette.....	Newburgh.....	Orange.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McGirr, Kate.....	New York.....	New York.
Miller, Eunice.....	Gilboa.....	Schoharie.
Moore, Anna A.....	Wappinger's Falls....	Dutchess.
Muller, Margaret A.....	New York.....	New York.
Norton, Elizabeth.....	Binghamton.....	Broome.
Ogle, Catherine.....	Newburgh.....	Orange.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Patterson, Grace.....	Tarrytown.....	Westchester.
Pearce, Mabel C.....	Kingston.....	Jamaica, B. W. I.
Peter, Christina M.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna.....	Minndeburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Price, Nellie C.....	Brooklyn.....	Kings.
Quinn, Annie.....	New York.....	New York.
Rapp, Mary E.....	Albany.....	Albany.
Rosenberg, Mali.....	New York.....	New York.
Rubuen, Golde.....	New York.....	New York.
Russel, Agnes.....	Newburgh.....	Orange.
Schaechter, Jennie.....	New York.....	New York.
Schaefer, Catherine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Monroe.
Snedden, Kate A.....	New York.....	New York.

Name.	Town	County.
Spahn, Bertha.....	New York.....	New York.
Spieles, Katie.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratoga.
Tanzas, Mary.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Towers, Florence L. I.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Turner, Louise.....	Brooklyn.....	Kings.
Van Valkenburg, Carrie B..	Oswego.....	Oswego.
Waidler, Ann L.....	Long Island City.....	Queens.
Wilson, Theresa.....	New York.....	New York.
Wolfersterg, Dorothy L.....	East Kingston.....	Ulster.
Wood, Clara M.....	Goshen.....	Orange.
Woolf, Addie.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A. ....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.

## A P P E N D I X.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health and all matters other than those connected with education, must be addressed to the superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the **Principal**.

The post-office address of the institution is Station M, New York.

VI. The selection of pupils over 12 years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under 12 years and

over 5, may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, Town, County, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read on the lips?
13. Is he cleanly or otherwise?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision,

eruption, malformation of limbs, glandular swelling, rupture, epilepsy chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the Small-pox ?

19. Has he had the Scarlet Fever ? Measles ? Mumps ? Whooping-cough ?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?

21. Are there any other cases of deafness in the family, among relatives or ancestors ?

22. What is the name of the father ?

23. Where was he born ?

24. What is the name of the mother ?

25. Where was she born ?

26. What is the name and post-office address of the correspondent ?

27. What is the occupation of the father ?

28. Have either of the parents died ?

29. Has a second connection been formed by marriage ?

30. Were the parents related before marriage—*e.g.*, cousins ?

31. What are the names and ages of their children ?

32. What has been the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?

33. Has he any special mark or peculiarity of appearance ?

34. Color, color of eyes, stature, color of hair ?

35. How long has the applicant lived in the State of New York ?

36. How long in the county above named ?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York ?

38. How long in the county above named ?

39. By whom is this information given ?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## **LAWS AND BLANK FORMS.**

### **RELATING TO THE ADMISSION OF PUPILS.**

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#### **CHAPTER 325, LAWS OF 1863.**

**As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled, "An Act relative to the care and education of deaf-mutes."**

*The people of the State of New York, represented in Senate and Assembly, do enact as follows :*

**SECTION 1.** Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes. As to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said Institution has been duly organized, and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars each per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent, shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor, properly authenticated by the principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10. (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State, for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three

years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amended section 9 of title 1 of chapter 555 of the Laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils ; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows : All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York ; those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, or guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

## APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, )  
County of....., ) ss.:

.....of the town of.....in said county, hereby  
certificates that he is the.....of.....a deaf-  
mute child, residing in said town, and who was born on the....day of



.....18 , and that in consequence of the want of educa-  
tion, the health, morals and comfort of said child may be endangered  
or not properly cared for ; and the undersigned hereby makes appli-  
cation for the said child to be placed in the New York Institution for  
the Instruction of the Deaf and Dumb, for support and education,  
pursuant to chapter 325 of the Laws of 1863, as amended by chapter  
213 of the Laws of 1875.

.

Dated....., 18 .

.....

CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the  
Institution.*

STATE OF NEW YORK, { ss.:  
County of....., }

I have this day selected.....of the town of..... ..  
county of....., son [*or daughter*] of....., who was  
born on the.....day of....., 18 , to the....day  
of....., 18 , (he being then twelve years of age), to be educated  
and supported therein during that period, at the expense of the county  
of.....in conformity with the provisions of chapter 325,  
Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... } .....  
..... of the town of  
..... }

Dated....., 18 .

APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

*To the Managers of the New York Institution for the Instruction of  
the Deaf and Dumb, at 163d Street and Eleventh Avenue, New  
York City:*

The undersigned, desiring to procure the admission of.....  
.....as a State pupil, in the Institution above named for  
the purpose of receiving the benefits of education, would submit the  
following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows :

State,.....County,.....Town or city,.....

NOTE.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardians or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said institution ?

Answer.....

.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss. :

The undersigned, being duly sworn, says that.....  
is the parent, guardian or relative of applicant above named, and that

the above statement signed by.....is true to the best of.....  
knowledge and belief.

Sworn to before me this..... }  
day of.....18 }

..... :  
.....

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

To the Hon.....

*Superintendent of Public Instruction, Albany, N. Y.:*

The undersigned hereby recommend that the above named applicant.....be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from.....and that clothing be furnished by.....

.....

*Superintendent.*

### FORM OF BOND.

Know all men by these presents, that we.....of.....in the county of.....and State of....., and.....of.....in the county of.....and State of.....are held and firmly bound unto.....the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, and his successor in office in the sum of.....dollars, for which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at.....this.....day of.....A. D.....

Whereas.....of.....in the county of.....and State of.....has

been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if the above named obligors shall well and truly pay, during the continuance of the said....., as such pupil, the sum of three hundred dollars per annum for.....board and tuition, semi-annually in advance, and shall also pay in advance the sum of fifty dollars a year for clothing, and shall also pay on demand all sums charged to the account of said.....for money or necessary articles furnished to said.....; and shall also pay interest on each bill, from and after the time it shall become due, then this obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
presence of }

.....[ L. S. ]  
.....[ L. S. ]

---

### SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth Streets. The entrances to the grounds are at the junction of Amsterdam Avenue (formerly Tenth Avenue) and Kingsbridge Road, near One Hundred and Sixty-third Street, about nine miles from the City Hall.

The institution can be reached by all elevated railroads to Harlem, and thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue.

### PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz: At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

### FORM OF BEQUEST.

I give and bequeath to the New York Institution for the Instruction of the Deaf and Dumb, incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

***MUNIFICENT BENEFACTORS.***

---

EPHRAIM HOLBROOK,	SETH GROSVENOR,
WILLIAM DENNISTOUN,	SIMON V. SICKLES,
ELIZABETH DEMILT,	THOMAS C. CHARDAVOYNE,
MADAME ELIZA JUMEL,	JAMES ANDERSON,
SARAH STAKE,	THOMAS FRIZZELL THOMPSON,
SARAH DEMILT,	THOMAS RILEY,
JOHN NOBLE,	JAMES N. COBB,
THOMAS EGGLESTON,	ELIZABETH GELSTON,
SAMUEL S. HOWLAND,	ROBERT C. GOODHUE,
THOMAS EDDY,	DANIEL MARLEY,
BENJ. F. WHEELWRIGHT,	ELIZA MOTT,
MARIA M. HOBBY,	SAMUEL WILLETTS,
BENJAMIN ABRAMS,	JAMES KELLY,
JOHN ALSTYNE,	LEONA L. BOLLES,
MARY ROGERS,	BENJAMIN F. BUTLER, SR.,
JULIA A. DELAPLAINE,	CHARLES W. COOPER,
MRS. JOHN F. NORBURY,	ELIZABETH FOGG.



**The New York Institution**

**for the**

**Instruction of the Deaf and Dumb**

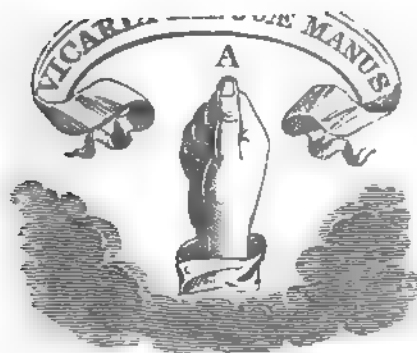
**Seventy-Fifth Annual Report**

**1893**



SEVENTY-FIFTH ANNUAL REPORT  
AND  
DOCUMENTS  
OF THE  
New York Institution  
FOR THE  
Instruction of the Deaf and Dumb.

WITH THE COMPLIMENTS OF PRINCIPAL CURRIER.



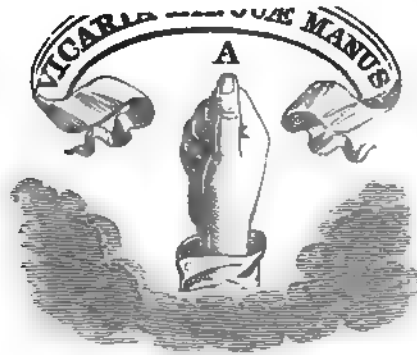
NEW YORK :  
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1894.





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Instruction of the Deaf and Dumb

WITH THE COMPLIMENTS OF PRINCIPAL CURRIER.

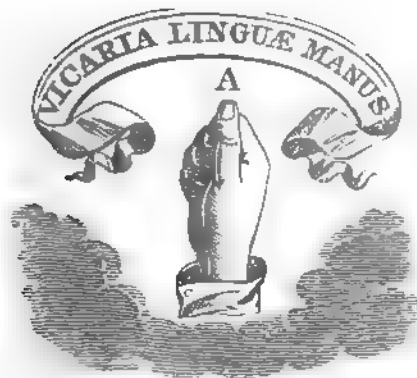


NEW YORK :  
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1894.



**SEVENTY-FIFTH ANNUAL REPORT**  
**AND**  
**DOCUMENTS**  
**OF THE**  
**New York Institution**  
**FOR THE**  
**Instruction of the Deaf and Dumb,**  
**TO THE**  
**LEGISLATURE OF THE STATE OF NEW YORK.**  
**For the Year 1893.**

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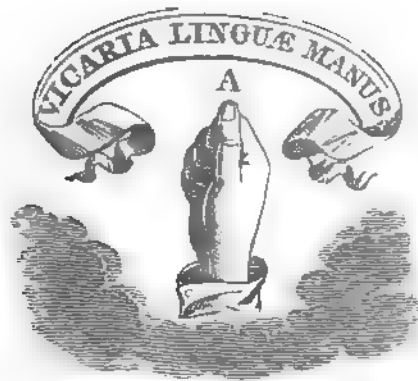


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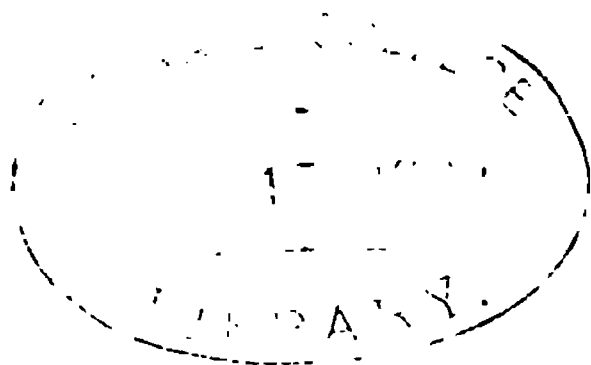


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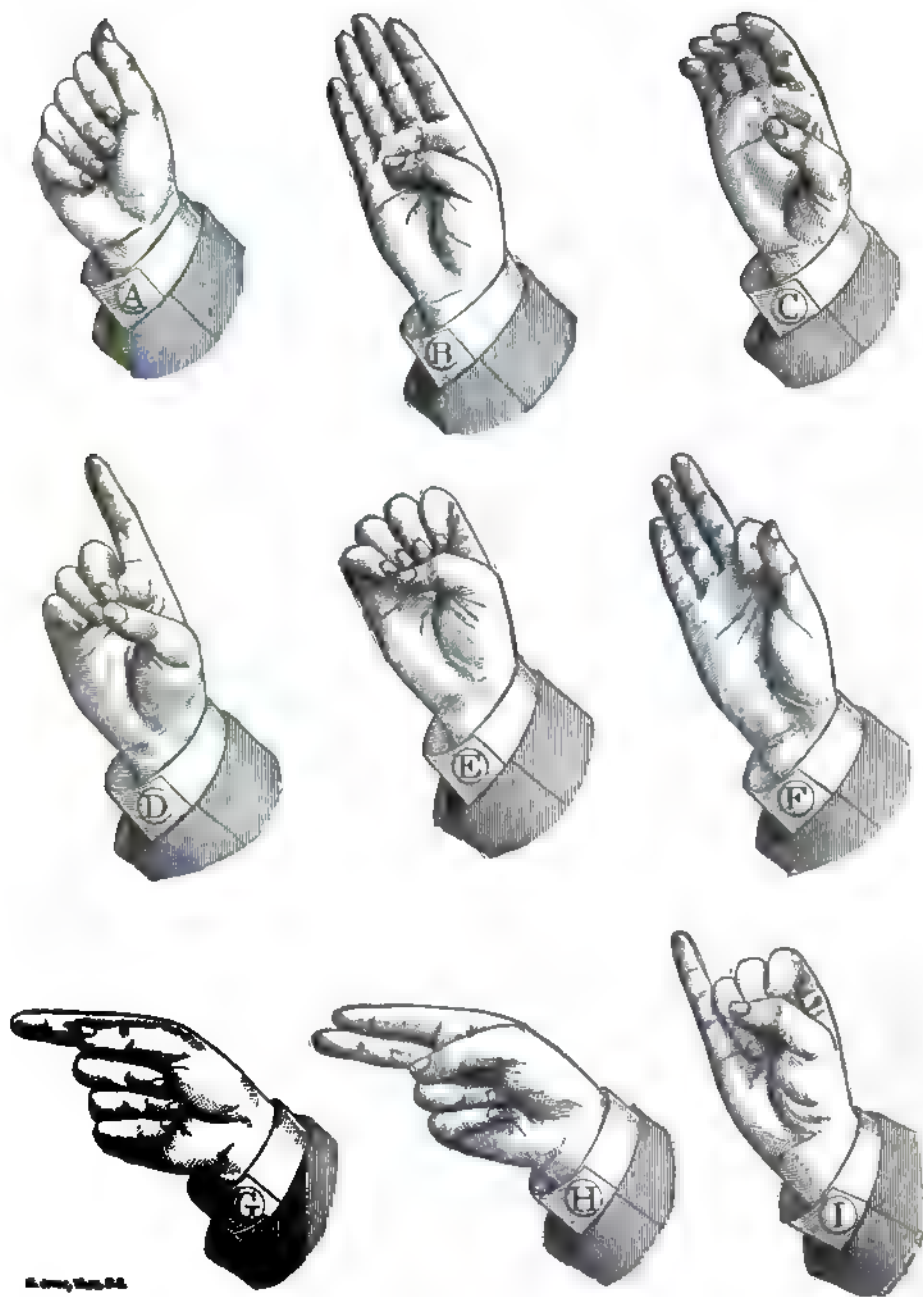
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*The Principal*

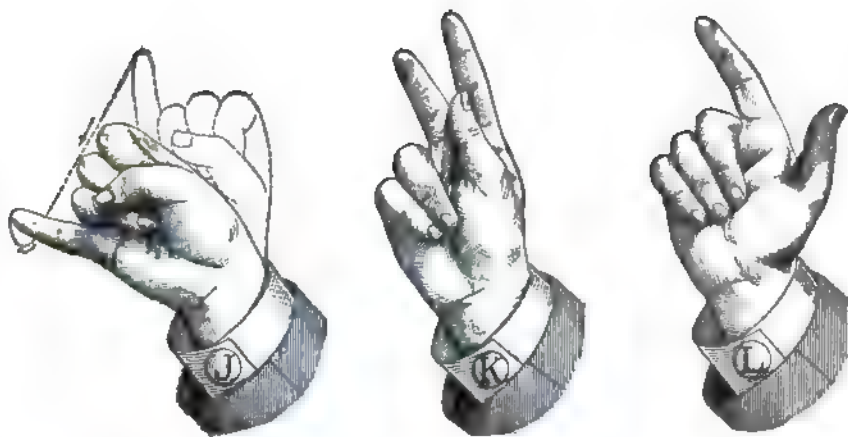


U. S. Army, 1917, 2-2

THE AMERICAN MANUAL ALPHABET.

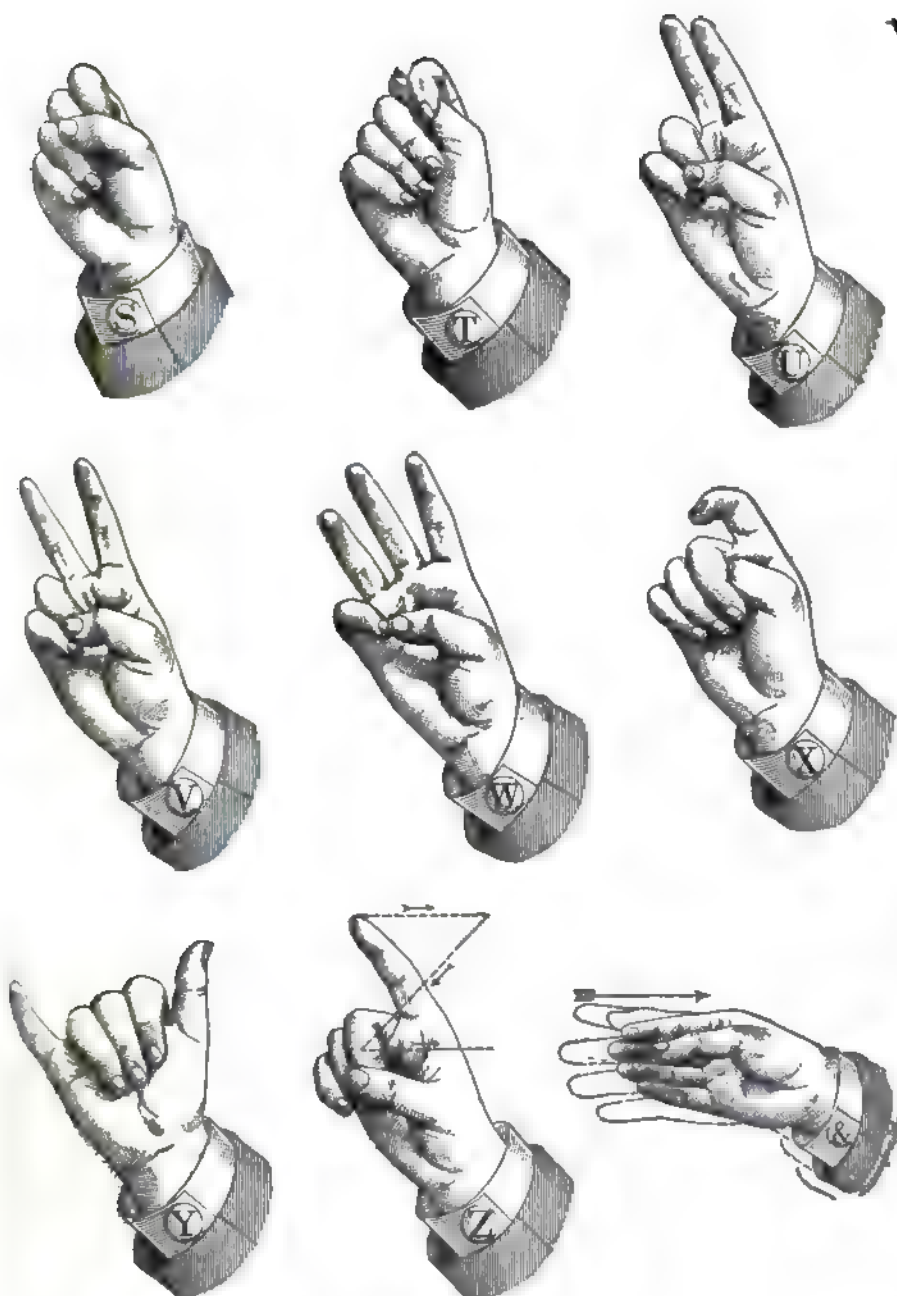






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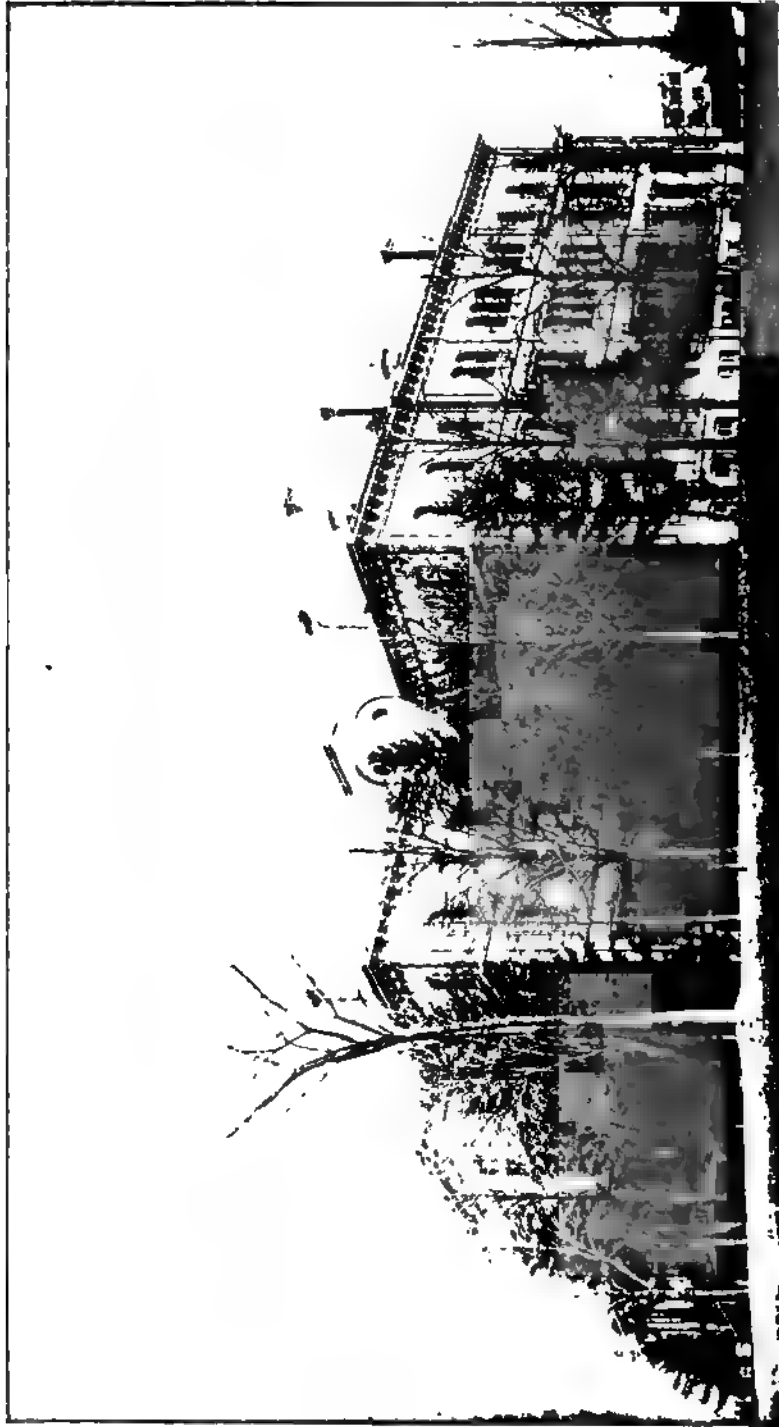




**THE AMERICAN MANUAL ALPHABET.**

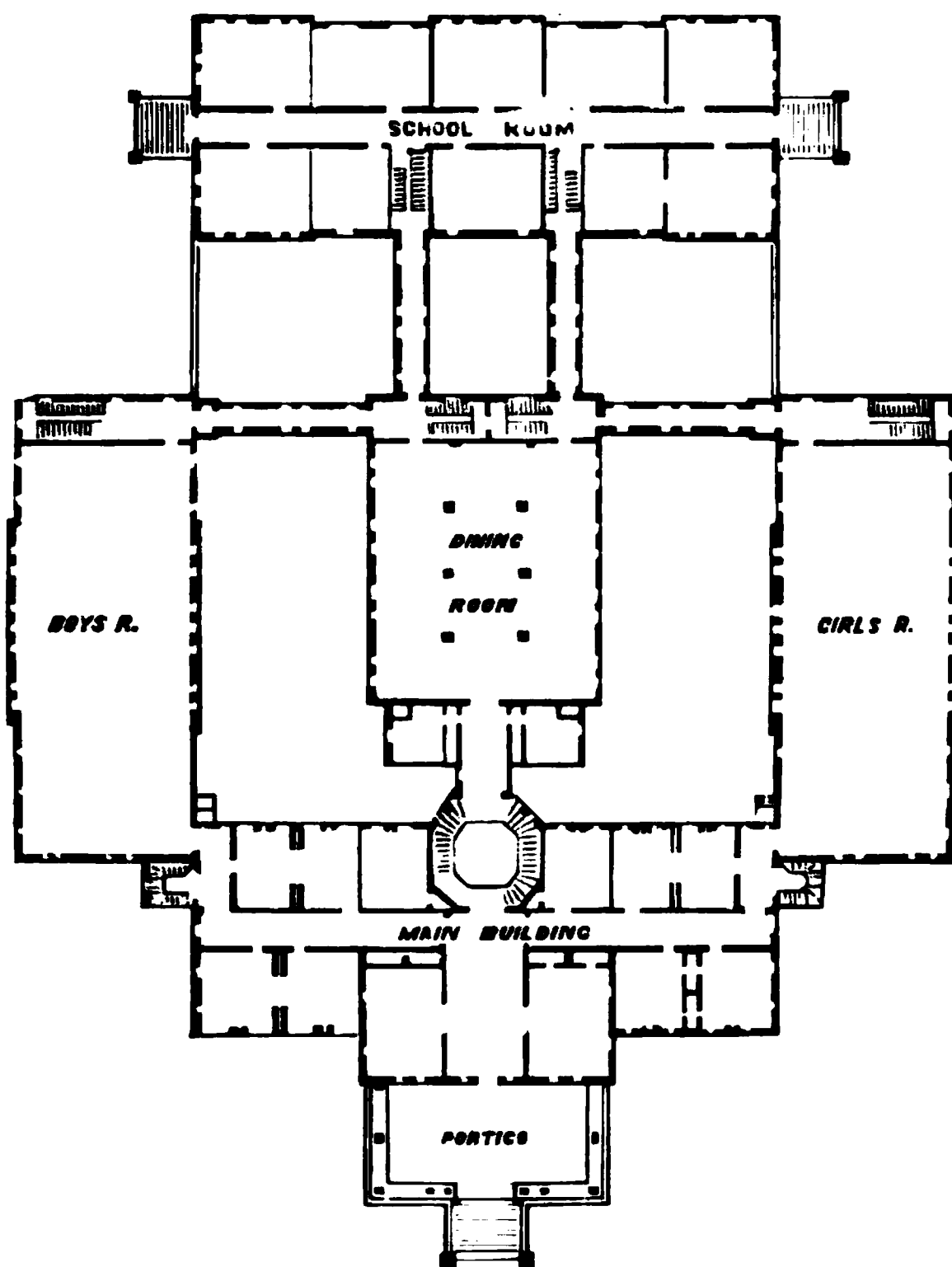






NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MAIN BUILDING FROM THE SOUTHWEST—150 x 55 feet, with two wings, each 130 x 46 feet.



**PRINCIPAL FLOOR.**  
**SCALE.**







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# TRADE. SCHOOLS.

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### SHOEMAKING.

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### TAILORING.

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HATTIE E. DEGOLIA, *Ass't.*

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ALBERT METZGER.

### BAKING.

THOMAS BEATTY.

### DRESSMAKING.

MARGARET L. HIGGINSON.

### SHIRTMAKING.

MARGARET L. HIGGINSON.

### PLAIN SEWING.

EMMA C. GARDNER.

### COOKING.

MRS. JULIA P. HOTCHKIN.



# SEVENTY-FIFTH ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature of the State of New York their Seventy-Fifth Annual Report, for the year ended September 30th, 1893.

With this report are also submitted the separate report of the Principal and other officers of the Institution, as shown in the Table of Contents.

The past year was of more than usual importance in the history of the Institution. It marked the seventy-fifth anniversary of its establishment, which was celebrated with appropriate ceremonies, a full and interesting account of which will be found in the appendix. In connection with this anniversary an excellent history of the Institution was prepared and published. Dr. Isaac Lewis Peet, after forty-seven years of devoted service, retired from the active supervision of the educational department, and became Principal Emeritus. The educational and administrative departments were united under the control of the new principal, Mr. Enoch Henry Currier, who in the twenty-one years during which he has been connected with the Institution, has become thoroughly familiar with every branch of it. In taking this step, the Directors returned to the system which existed from 1818 to 1870, and which has been found most advantageous in similar institutions.

An exhibit of the system of education, of photographs of the buildings, and of specimens of the work in the Art Department, was made at the World's Columbian Exposition at Chicago, and received an award for its "Exhibition of work of pupils of the Institution, views of buildings, classes, teachers, etc."

During the year, for the first time in a long period, the number of pupils showed an increase. Beginning with an annual attendance of 33 pupils in 1818, the number increased year by year almost without a retrogression until it attained its maximum of 618 in 1871. For the next eight years there was a slight reduction, but in 1879 the number was 578. From that year there has been a constant decrease every year until the minimum of 330 was reached in 1892. For 1893 the total attendance was 349, a gain of 19 ; the number at the opening of the school year on October 1st, 1893, was 51 more than at the corresponding date of 1892, and this increase has since been still further augmented. The Institution can accommodate



fully 200 more pupils than were present last year, with advantage to itself, to the pupils, and to the State. The chief cause of the reduction in numbers was the establishment of similar institutions in other parts of the State, for the purpose of enabling the pupils to be educated in the vicinity of their homes. But this slight advantage is more than counterbalanced by the well-known benefits of a larger Institution, affording facilities for differentiating the method of instruction to meet the varied wants of the instructed, which is even more important in the case of deaf-mutes than in the instruction of children possessed of all their faculties. It is hoped that these benefits will be so appreciated that the attendance will again gradually increase to the full capacity of the Institution.

The number of teachers, including the Principal, is now twenty, an increase of four over the preceding year. The system of instruction is the Combined, or Eclectic, Method, in which careful attention is given to Articulation, as well as all other well-tried forms of instruction. It is pointed out in the interesting address delivered by Dr. E. M. Gallaudet, the distinguished President of the National College for Deaf-Mutes in Washington, which will be found in the appendix, that this method is in use in 58 out of 86 institutions for the instruction of the deaf and dumb in this country; these 58 institutions contain 7,620 of the 8,622 pupils under instruction. It is thus evident that this combined method of instruction, after many years of careful thought by many minds, is considered the best by the great majority of instructors; and were it not so, the reasons for giving the preference to this method over the system either of articulation or of the sign language alone, so clearly stated in Dr. Gallaudet's address, are conclusive. The details of the plan of instruction, and the results accomplished, are fully shown in the Report of the Committee on the Annual Examination.

The system of Manual Training and Industrial Education, established in this Institution more than sixty years ago, and steadfastly adhered to ever since, has been still further enlarged during the last year, as shown by the increase in number under instruction, and in the products turned out from the trade schools.

The instruction in the Art Department, with a view chiefly to designing and decoration, has also been still further extended. On the whole there has been an enlargement during the year of the scope of instruction and the facilities for imparting it, far greater than the slight increase in the number of pupils.

The financial results of the year show a deficit of \$21,003.05, the current expenses exceeding by that amount the receipts from the State, the Counties, and other sources. This loss was paid from the

Endowment Funds of the Institution, which have always been carefully set aside, as they should be, to meet assessments, repair the buildings, and build new ones when necessary. For the purposes for which the endowment funds were provided, the Institution has been called upon during the past year to pay the following :

For assessments for street improvements.....	\$41,937 46
For new buildings.....	6,400 00
For repairs.....	2,294 70
	<hr/>
	\$50,632 16

The extraordinary payments for assessments and the loss of \$21,060 in operating expenses, which was paid from the Building Fund, have depleted this fund by nearly \$62,000, which was partly made up by the legacy of \$31,500, left by the late George P. Clapp. During the coming year large expenditures will be necessary, and have already been authorized, for re-building the laundry and boiler house, which are now in a dilapidated condition ; and it is manifest that the Real Estate and Building Fund should be rigidly reserved for the purpose for which it was formed. This fund has now advanced the sum of \$75,618.34 to meet the annually recurring deficit in operating expenses, which has existed ever since the annual appropriation by the State was reduced from \$300 to \$250 per pupil.

This Institution is a part of the educational system of the State, and is so recognized by law. On account of the affliction under which its pupils labor in the loss of part of their faculties, the State has decided to pay for the board and lodging of its pupils in addition to their tuition. By the law of 1864, as amended April 25, 1879, the State fixed the compensation to be paid for "board, lodging and tuition" of each pupil at \$300 per annum, and this law has never been repealed. But for several years the State has only appropriated money at the rate of \$250 for each pupil. Experience shows that this is not sufficient, and every year there has been a deficit in spite of the most rigid economy and careful administration in every department. As the Institution maintains out of its own funds an elaborate and costly plant in the shape of buildings admirably adapted for their purpose, it seems only right that the State should pay the actual current expenses for board, lodging and tuition. This is the evident intent of the law, but for many years it has not been fully carried out.

For these reasons, it is urgently requested that the appropriation may be restored to \$300 per annum for each pupil.

The health of the pupils has in general been excellent, as is shown by

the reports of the Physician and specialists in charge. There has been no death in the Institution during the last six years. An outbreak of whooping cough during the past year led to the use of the Cottage Hospital and increased expense, but was attended with no serious results.

During the year the construction of a new building was undertaken, as an annex to the so-called Mansion House. It contains class rooms and dormitories for the smaller children under 12 years of age. It is an improvement which has long been needed. The cost of this building will be \$8,425, of which \$6,400 was expended during the last year.

In conclusion, the Board—desiring to acknowledge the fostering care which former legislatures have shown in providing for the educational wants of the deaf and dumb among the children of the State, and reiterating its purpose to spare no effort in the future as in the past to develop the usefulness of this beneficent Institution to the highest point—earnestly requests of your honorable body the enactment of the following legislation :

1st. The appropriation of State monies at the rate of \$300 per annum, as now authorized by law, for the board, lodging and tuition of each State pupil.

2d. An amendment to the existing law so as to make a residence of one year, instead of three years, sufficient for admission of State pupils; as is the case with pupils under twelve years of age from the counties of New York.

Respectfully submitted,

ENOCH L. FANCHER,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## Report of the Principal.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—After a service of twenty-one years as an instructor, a specialist, and Vice-Principal in this Institution, agreeably to the terms of your appointment, on January first, I assumed the duties of Principal of the Educational department. Subsequently, on March first, the division into an Educational and an Administrative department with two separate and independent heads—a form of organization which had been maintained for a period of twenty-three years—was abandoned, and the sole responsibility was placed upon the Principal, a plan which has been found most advantageous in other Institutions of this class in this country.

The year covered by this report has, in several respects, been memorable. Being the seventy-fifth year of the corporate existence of the Institution, it was distinguished by a special celebration on the occasion of the Annual Meeting of the Members in May, a detailed account of which will be found in an appendix. It has also marked the retirement of Dr. Isaac Lewis Peet from the active duties of his profession ; that venerable man, who for forty-seven years had served the Institution, as Instructor, Vice-Principal and Principal, successively, and who, as Principal-Emeritus, will hereafter devote his time to the preparation of treatises upon special subjects for the use of the pupils, securing thereby to this Institution a continuance of all the advantages accruing from his long experience in and familiarity with the peculiar methods employed in the education of the deaf.

If it be considered proper in a report of this character to give expression to personal feelings, it would seem peculiarly fitting that the present Principal should, in this connection, acknowledge, not only his indebtedness to his eminent predecessor for the very thorough training received in the development of the fundamental principles and theories underlying the various systems of deaf-mute education, but also his appreciation of the courtesy and kindly interest that have characterized the intimate relations existing throughout the entire term of his connection with the Institution.

In recording the incidents of the year ending September 30, 1893, I

would state that the general health of this large household has been remarkably good, as will be seen by reference to the report of Dr. W. T. Alexander, the attending physician. Aside from an epidemic of whooping cough, which necessitated the opening of our Cottage Hospital for a period of ten weeks, very few cases of serious sickness or accidents have occurred.

SUMMARY OF ATTENDANCE.

	Males.	Females.	Total.
Number connected with the Inst. Sept. 30, 1892.	208	88	296
Absentees dropped from the roll...	19	7	26
Number connected Oct. 1, 1892. ....	189	81	270
Former pupils re-admitted.....	15	2	17
New pupils admitted.....	87	25	62
Whole number for the year.....	241	108	349
Number who have left during the year, account of expiration of terms.....	20	8	28
Number connected Sept. 30, 1893.....	221	100	321

By the foregoing table, it will be seen that 349 pupils have been present during the year, 241 being males and 108 females, supported as follows :

By the State of New York.....	226
By the Counties.....	118
By Parents and Guardians.....	4
By the Institution.....	1
Total.....	349

The total number of pupils connected with the Institution October 1, 1893, was.....	321
The total number connected October 1, 1892, was.....	270
Showing a gain of.....	51

The number of pupils dropped from the rolls for non-attendance, while less than that of the preceding year, is still greater than it should be.

This defection occurs among the older pupils, who could have one or more years of additional schooling, and that at a time when it would prove of more real value than all that has gone before, but who, in many cases by the desire of their parents, for the purpose of earning a small remuneration for their labor, persistently ignore all advice and

repudiate all arguments to remain until the expiration of their several terms.

This evil it is hoped will be lessened somewhat in the future by the operation of the act of February 18, 1892, which requires and authorizes the Counties to support in the Institution deaf-mute children of the age of five years.

The present law regarding the admission of State pupils, is peculiarly unfortunate for the deaf children of parents who have recently taken residence in the State. Their hearing children can at once enter the public schools, but their deaf children must wait three years, until a *legal* residence is acquired. This works disadvantage to the deaf children only, without any corresponding advantage to the State, since there would be no greater expense incurred in the education of these children were but a single year of residence required, the only difference being that such expenditure would begin two years earlier. Were this matter properly brought to the notice of our Representative at Albany, I feel confident that the change to remove this apparent injustice would be made.

#### THE SCHOOLS.—INTELLECTUAL DEPARTMENT.

In this department there have been valuable accessions to the staff of instructors. In February, under your authorization, Miss Fayette Peck, an expert kindergartner, was engaged to inaugurate, in the Mansion House department, this most useful and effective form of training. Her success with the little boys therein has already proven the wisdom of your action.

The necessity of increasing the number of hearing professors having become apparent, with your permission, I visited the National College for Deaf-Mutes at Washington, D. C., and from the class of Normal Fellows in training there, secured the services of Messrs. Percival Hall and Andrew P. McKean, graduates of Harvard and Williams respectively. These young men had spent a year in acquiring the theory and practice of instructing the deaf, and have entered upon their duties here with an enthusiasm and marked ability that would seem to indicate both their fitness for this special work and the wisdom of the establishment of the Normal Department at the National College. To fill the vacancies caused by the resignations, at the close of the school term, of Mr. Walter B. Peet, Mrs. E. M. Stryker, and Miss J. L. Ensign, who had served the Institution for the terms of eight, thirteen, and twenty-eight years respectively, and the relieving of Miss Jane T. Meigs from active classroom work after forty-two years of faithful labor therein, five young ladies of talent and liberal education have been appointed—namely, Miss Prudence E. Burchard, an experienced teacher of arti-

culation, Miss Emily G. Hicks, a highly recommended kindergartner, and Misses Eva E. Buckingham, Carrie L. Clarke and Grace E. Peck, who, although they have only commenced work in an untried field, give evidence of fully meeting the requirements of their several assignments.

The whole number of instructors in this department, exclusive of the Principal, is now nineteen—seven gentlemen and twelve ladies: of these, three gentlemen and ten ladies are hearing; one gentleman and two ladies are semi-mutes; and three gentlemen are deaf-mutes. For a detailed account of the work of the schools, your attention is respectfully called to the report of the Committee on the the Annual Examination, which indicates the progress made by the pupils.

#### THE SCHOOLS.—INDUSTRIAL DEPARTMENT.

The importance of giving a thorough training to the hand has long been recognized by this Institution, and, as in past years, very great attention has been paid to providing for the proper teaching of those trades that have proven to be best adapted to the deaf. Instruction is carefully graded to meet the requirements of the various classes of our pupils, for the conduct of which eleven skilled teachers are at present employed. In recounting the results of the year, in some cases, values are affixed, although no importance should be attached to the profit or loss of the industries represented, since the prime object is instruction and not manufacture.

#### PRINTING.

Edwin A. Hodgson, M.A., in charge; Anthony Capelli, assistant. Number of boys employed, twenty-nine;—from thirteen to twenty-two years of age.

Value of work done for the Institution.....	\$1,279 35
Custom work (cash received).....	763 02

#### SHOEMAKING.

John Lechthaler in charge. Number of boys employed, fifteen;—from thirteen to twenty-three years of age.

Number of pairs of shoes made.....	373
Number of pairs of shoes repaired.....	716

#### CARPENTERING AND CABINET-MAKING.

Edward Clearwater in charge. Number of boys employed, thirty-three;—from twelve to twenty-two years of age.

Value of work done for the Institution in repairing and improvements (less cost of materials)....	\$1,984 25
Chair caning (cash received).....	23 00

**TAILORING.**

Charles Englehardt in charge ; Hattie E. DeGolia, assistant. Number of boys employed, nineteen ; girls, three ; total, twenty-two ;—from twelve to twenty-four years of age.

Number of coats and jackets made.....	173
Number of pants.....	321
Number of vests ..	120
Number of aprons for waiters....	80
Number of canvas clothes-bags .....	49
Number of basket covers.....	12
Number of bed ticks.....	10

**GARDENING.**

Albert Metzger in charge. Number of boys employed, three ;—from fourteen to seventeen years of age.

Value of produce furnished the Institution.....\$2,313 34

**COOKING.**

Mrs. Carrie M. Knapp in charge. Number of girls employed, twenty-four ;—from twelve to twenty years of age.

Lessons have been given every week, and a commendable degree of proficiency in plain cooking has been secured. Increased attention to this important branch of household training is suggested, and, if possible, instruction should be given to a larger number of the girls.

**TYPEWRITING.**

Miss Ida Montgomery in charge. Number of girls employed, fourteen.

Two machines have been in constant use, and several of the girls have already become expert and have performed a considerable amount of work for the Institution.

**INDUSTRIAL ART.**

Miss G. M. Le Prince in charge. Number of boys employed, eighteen ; girls, three ; total, twenty-one ;—from twelve to twenty-two years of age.

This represents the number of pupils who have shown such special fitness for art work as to warrant additional instruction to that which is given to all the pupils in connection with the intellectual department, and is intended to fully prepare them for the designing and decorating branches of art artisanship.



**DRESSMAKING, SHIRTMaking AND PLAIN SEWING.**

Miss M. L. Higginson in charge ; Cornelia A. Ingraham, assistant. Number of girls employed in dressmaking, nine ; in shirtmaking, eleven ; in plain sewing, fifty-two ;—a total of seventy-two.

**BAKING.**

Thomas Beatty in charge. Number of boys employed, two.

**RECAPITULATION OF INDUSTRIES.**

INDUSTRIES.	MALES.	FEMALES.	TOTAL.
Art.....	18	3	21
Baking.....	2		2
Carpentry.....	33		33
Cooking.....		24	24
Dressmaking.....		9	9
Gardening.....	3		3
Printing.....	29		29
Sewing.....		52	52
Shirt Making.....		11	11
Shoemaking.....	15	.	15
Tailoring.....	19	3	22
Typewriting.....		14	14
Total.....	119	116	235

In addition to the above, the older girls have assisted in the household duties at regular times, in order that they might become thoroughly acquainted therewith, and thus fitted for usefulness in their homes, when their school life is ended.

**SYSTEM OF INSTRUCTION.**

The single word "Eclectic," or "Combined," will best define the methods by which, in this Institution, the pupils have been and are to be led from ignorance to intelligence. Every known instrument or aid which is of acknowledged value in their education is used. Lip-reading and articulation are taught to all. Education of the ear is given where there is a remnant of hearing. A course of study equivalent to that followed in the common schools and academies of the State has been arranged, and in addition a mechanical trade is given to each male pupil. A practical knowledge of cooking and household work is





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Photog. Bureau, Bachel de Mante, Bachel de Mante, 40 Rue de la Harpe.

imparted to the girls, and for those fitted to receive it, a thorough course of instruction in various branches of art artisanship is provided. The intention being to suit the system to the needs and necessities of the pupil, instead of bending and shaping the pupil to fit the system. The wisdom of this course of procedure, which must be apparent to every educator, is fully attested by the success in life attained by a very large majority of the 3000 graduates of the Institution. Oral, aural, manual, and combined classes are to be found here. Successful attainment, therefore, becomes a question depending solely upon individual capacity.

#### THE HOUSEHOLD.

To secure proper attention to the details connected with this department of the Institution there is a Steward, an Assistant Steward, a Visiting Physician, a Dentist, a Matron, Assistant Matrons, a House-keeper, a Nurse, and Male and Female Supervisors for both day and night service, all under the general direction of the Principal.

Mr. C. N. Brainerd, who had acceptably filled the position of Steward for twenty-three years, and who for the seven years last past had held the offices of both Superintendent and Steward, resigned on March 1st, and Mr. Curtis Wilcox, a gentleman of marked business ability, was appointed in his place. A vacancy caused, at the same time, by the departure of the Assistant Steward was filled by the promotion of Mr. H. C. Seward, who had for a year satisfactorily performed the duties of Clerk. After a service of eleven years as Matron, on September 1st, Mrs. Susan L. Henry relinquished this responsible position. Mrs. Curtis Wilcox was selected as her successor, and has entered upon her duties with an enthusiasm and interest that bespeak most beneficial results. The form of government is parental. No efforts are spared to make the Institution a Christian home. Every possible influence for good is brought to bear upon the members of this household. Teachers and officers alike manifest interest in and labor for the true happiness of the children, thus supplying the strongest of incentives to the elevation of thought and feeling.

#### FINANCIAL.

The expenditures for the year were.....\$105,930 69

The current receipts for the same period were..... 84,927 64

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Leaving a deficit of..... \$21,003 05

which amount has been paid from the Real Estate and Building Fund.

The receipts were \$3,340.15 less than those of the preceding year, and the expenditures were \$12,237.86 greater.

This was caused in part by the purchasing of the coal supply at an

earlier date than usual, which amount should properly be charged to the new year ; by the expenses attending an unusually large amount of repairs to buildings and the refurnishing of the pupils' dining room and dormitories.

The bills for the board and tuition fees of State pupils were rendered and collected by the Treasurer.

All drafts or warrants from the several counties of the State for the support of county pupils, or for the clothing of pupils, were forwarded to the Treasurer as soon as collected. All other collections, whether from individuals or for work performed in the Trade Schools, have at once been transferred to the Treasury of the Institution.

Quarterly detailed statements of expenditures and receipts, together with vouchers for the same, as required by law, have been forwarded to the State Comptroller at Albany.

#### REPAIRS AND IMPROVEMENTS.

An unusually large amount of work has been done during the year. The buildings were erected in 1856, and the time had arrived when extensive repairs were required.

#### OUTSIDE WORK.

All the cesspools and sewer-traps connecting with Institution sewer were rebuilt.

The abutments of front portico were pointed ; a new storm door opening to the south was placed at the front ; and the flooring and steps given three coats of paint.

The chimneys on the main building were thoroughly repaired and covered with a wash of Portland cement.

The slate roofs were repaired, renewed, and pointed on the inside.

The north and south towers, the rotunda, and the walls of the chapel were pointed.

The north wing storm-door was repaired and painted.

The ventilating shaft was taken down and rebuilt, and the fire escape extended to fill the space caused by the removal of said shaft.

The windows on Mansard roof of school building were thoroughly repaired, casings and frames painted two coats, and the wings thereto bolted to prevent swaying.

The basement of the school building was pointed ; and the piazzas at north and south ends of this same building were rebuilt.

The swill house, charcoal house and privy, were taken down.

Sewer connections were made with the new closets placed in the Trade School building.

The tin roofs, the gutters, ventilating pipes and leaders, on all the buildings, were painted with metallic paint.

The front sill of stable was renewed and a new platform made for carriage entrance.

All the window frames and sashes were repaired and painted.

One hundred feet of retaining wall with paved gutter, south of school building, was reconstructed.

#### INSIDE WORK.—MAIN BUILDING.

Pupils' Dining Room :—Ceiling kalsomined ; walls painted three coats, wood work painted two coats, oak-grained and varnished ; gas fixtures repaired, regilded and globes placed thereon ; new shades to windows ; new chairs and a complete table equipment provided.

Bread Room :—Ceiling kalsomined and walls painted three coats.

The Chapel :—Walls painted three coats ; woodwork two coats, oak-grained and varnished ; gas fixtures renewed ; new guard to footlights ; new shades to windows, and new carpet on platform and centre aisle.

Room 3 :—Ceiling repaired and kalsomined ; gas fixtures repaired and regilded.

Room 4 :—Ceiling repaired and kalsomined ; gas fixtures repaired and regilded ; and straw matting laid on floor.

Room 7 :—Ceiling and walls kalsomined ; gas fixtures repaired, regilded and globes placed thereon ; new lock to door ; shelves to closet ; straw matting laid.

Room 11 (Principal's office) :—Ceiling repaired and kalsomined ; walls painted three coats ; bookcases oiled ; new gas fixtures ; new hardware on doors ; new carpet.

Room 12 (Steward's office) :—Ceiling repaired and kalsomined ; walls painted three coats ; book cases oiled ; hardware on doors renewed ; new linoleum put down ; and a new safe placed therein.

Room 17 :—Ceiling repaired and kalsomined ; walls papered ; straw matting laid.

Room 18 :—Ceiling repaired and kalsomined ; walls papered ; straw matting laid ; a clothes closet built.

Rooms C, D, G, H and P :—Ceilings and walls kalsomined.

Potato Room :—New cement floor laid.

Bake Room :—Ceilings and walls kalsomined ; closets painted ; new frame and door to oven, and tiles in oven renewed.

Swing doors placed between kitchen and rotunda.

#### NORTH WING.

Upper halls kalsomined ; floors relaid with hard maple ; sixteen lockers constructed ; new water closet to replace old ; rubber stair pads to replace iron plates ; night watchman's room kalsomined

and painted ; two latrines altered to separate seats, each to operate automatic valve for flushing when in use, and to close water valve when not in use.

#### **SOUTH WING.**

Globes placed over all gas jets in girls' sitting room ; bureaus placed in girls' upper dormitory ; hard maple flooring laid in upper halls and in the sitting room for the High Class girls ; walls and ceilings kalsomined ; all closets and sinks painted ; new porcelain-lined bath tub for use of teachers and officers ; rubber stair pads to replace iron plates ; two latrines altered to separate seats, each to operate automatic valve as in the north wing.

#### **SCHOOL BUILDING.**

New hard maple floors laid in second story hall and in rooms 9, 14, and 19.

Ceilings and walls of rooms 2, 8, 9, 11, 12, 13, 15, and 17, and of first and second story halls, kalsomined ; 225 large slate frames and stands, and halls and doors of corridors leading to classrooms and outside doors painted.

All the school desks dressed down and oiled ; hall radiators bronzed.

#### **TRADE SCHOOL BUILDING.**

Three Gotham water-closets placed therein, one on each floor, with ventilating pipes to roof.

#### **MANSION HOUSE.**

Seven thousand and twelve feet of hard maple flooring laid, and floor beams in basement renewed.

This is, in brief outlines, the work accomplished during the year, based on a systematic plan of repairs which, when fully completed, will modernize the present Institution buildings.

#### **ADDITIONS.**

The steadily increasing number of pupils of tender years made it apparent to the Directors that the accommodations for this class of children must be proportionately increased, and a two-story brick building (80x34 feet) has been contracted for, which will give sleeping room on the second floor for seventy pupils, and five large, well-lighted classrooms on the first floor. This building will be connected with the Mansion House proper, and, when finished, will afford special facilities for the kindergarten.

In referring to the occurrences of the past year, it would be a manifest omission to overlook several special features of more than ordinary importance. In March, by direction of the Board, the Principal was authorized to prepare a history of the Institution, to form a part of a collection of school histories being compiled by the Volta Bureau of Washington, D. C. The result was a complete record of this school from its inception to the beginning of the present year, together with numerous interesting details relating to earlier attempts made to educate the deaf in the State of New York, a valuable collection of statistics regarding our pupils and graduates, and other data on deafness, its degrees and causes. Another literary work published during the year was a catalogue of the Library of the Institution, prepared with great labor and forming an interesting contribution to the publications issued by the Institution. It included a detailed list of the rare and highly-prized collection of books relating to the deaf and their education, a collection equalled by few, if any, Institution libraries in this country. In addition to these two important works, mention should also be made of the four large albums of photographs of the Institution buildings, apartments, groups of pupils, teachers and officers, and specimens of the work of the various art and trade school classes, which formed the exhibit at the Columbian Exposition at Chicago, and which received an award. An interesting fact in connection therewith was, that the photographs were made and mounted by a graduate, making the exhibit in verity a specimen product of the Institution.

During the week included between July 17-24, the World's Congress of Teachers of the Deaf, the Thirteenth Convention of American Instructors of the Deaf, and the World's Congress of the Deaf, assembled in the Memorial Art Palace, Chicago, holding sessions on alternate days, under the auspices of the World's Congress Auxiliary. The manifold calls on the time and attention of the Principal in reorganizing the Institution, and attending to the alterations and improvements to the buildings, rendered it impossible for him to be present. The Institution, however, was well represented by his assistants, who prepared papers on the following important topics assigned to this Institution by the official programme, viz., "Deaf-Mutes as Teachers," "School Libraries and Cabinets," "Art in the Cultivation of the Imagination," "Associations of the Deaf in America."

Acknowledgments are due to Mrs. Ethan Allen, Mr. Albert Matthews, Col. F. V. Greene, and Prof. A. M. Bell, for their several contributions of choice volumes to the Library of the Institution.

Through the attention of the managers of the Fresh Literature Fund, a copy of *St. Nicholas* for the current year has been furnished for the pupils' reading room.



As in former years, our thanks are due to the officials of the Peoples Line of Steamers, for special rates in returning pupils to their homes.

The kindness of the publishers and editors of the following periodicals, which have been regularly sent to the institution, has been thoroughly appreciated by the pupils, teachers and officers.

*Annual.*

Sotheran's Current Literature, London, England,  
Stevens's Book List, London, England. ( Ten Copies. )  
Reports of Schools for the Instruction of the Deaf.

*Quarterly.*

Putnam's Notes on New Books, New York City.

*Monthly.*

Our Language, New York City.  
Our Record, Buffalo, New York.  
Silent Echo, Winnipeg, Manitoba.  
Home and Country, New York City.  
The Acorn, Winthrop Centre, Maine.  
Taubstummen-Courier, Wien, Austria.  
Review of Reviews, New York City.  
The British Deaf-Mute, Leeds, England.  
The New Method, Englewood, Illinois.  
Home and Country, New York City.  
St. Nicholas Magazine, New York City.  
The Queen of Fashion, New York City.  
The Silent Worker, Trenton, New Jersey.  
The Sunday School Journal, New York City.  
The Pacific Banner, Winthrop Centre, Maine.  
Il Sordomuto, Milan, Rome, and Naples, Italy.  
La Gazette des Sourds-Muets, Nancy, France.  
Appleton's Literary Bulletin, New York City.  
Dodd & Mead's New Publications, New York City.  
The Scholar's Magazine, Philadelphia, Pennsylvania.  
Missionary News of the Archdeaconry, New York City.  
The Young Ladies' Christian League, New York City.  
The Sunday School Times, Philadelphia, Pennsylvania.  
Literary Bulletin of Houghton and Mifflin Co., Boston, Mass.  
The Philanthropic Index and Review, Kalamazoo, Michigan.

*Semi-Periodical.*

Publications of the Volta Bureau, Washington, D. C.  
Publications of the Am. Ass'n for Teaching Speech to the Deaf.  
Publications of the Bureau of Education, Washington, D. C.  
Publications of the Smithsonian Institution, Washington, D. C.

*Semi-Monthly.*

Advocate and Guardian, New York City.  
Deseret Eagle, Salt Lake City, Utah.  
Sunday School Advocate, New York City.  
Nebraska Mute Journal, Omaha, Nebraska.  
The Washingtonian, Vancouver, Washington.  
Canadian Mute, Belleville, Ontario, Canada.  
The Silent Observer, Knoxville, Tenn.  
Maryland Bulletin, Frederick, Maryland. (Three copies.)  
The Washington Heights Gazette, New York City.  
The Western Pennsylvanian, Edgewood Park, Penna.  
The Silent Echo, Winnipeg, Manitoba, Canada.  
El Monitor de la Educacion Comon, Buenos Aires.

*Weekly.*

Progress, New York City.  
Uptown Press, New York City.  
The Sign, Salem, Oregon.  
Lone Star Weekly, Austin, Texas.  
The Tablet, Romney, West Virginia.  
The Uptown Visitor, New York City.  
The Companion, Faribault, Minnesota.  
The Golden Rule, Boston and Chicago.  
The Mute's Chronicle, Columbus, Ohio.  
The Rural New Yorker, New York City.  
The Illustrated American, New York City.  
The Weekly News, Berkeley, California.  
The Wisconsin Times, Delavan, Wisconsin.  
The New York Evangelist, New York City.  
The Deaf-Mute Voice, Jackson, Mississippi.  
The Kentucky Deaf-Mute, Danville, Kentucky.  
The Weekly Mail and Express, New York City.  
The Kansas Star, Olathe, Kansas. (Two copies.)  
The Optic, Little Rock, Arkansas. (Two copies.)  
The Messenger, Talladega, Alabama. (Three copies.)

Deaf-Mute Mirror, Flint, Michigan. (Two copies.)  
The Goodson Gazette, Staunton, Virginia. (Two copies.)  
Our Little People, Rochester, New York. (Two copies.)  
The Deaf-Mute Register, Rome, New York.  
The Deaf-Mutes' Journal, New York City. (Four copies.)  
The Deaf-Mute Index, Colorado Springs, Col. (Two copies.)  
The Deaf-Mute Record, Fulton, Missouri.  
The Deaf-Mute Hawkeye, Council Bluffs, Iowa.

*Semi- Weekly.*

The Rome Sentinel, Rome, New York.  
Newburgh Journal, Newburgh, New York.

In conclusion, I would express to you, gentlemen of the Board of Directors, a grateful appreciation of your wise counsel and kindly co-operation in all my efforts to advance the varied interests of the Institution, and to bespeak a continuance thereof for the future, feeling confident that, under the befriending favor of Divine Providence, which has been so largely bestowed during the seventy-five years that have elapsed since the inauguration of systematic effort to ameliorate the condition of the deaf of this State, an advance and improvement satisfactory to philanthropist and educator alike, will continue to be the reward of earnest and conscientious endeavor.

Very respectfully yours,

ENOCH HENRY CURRIER,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Nov. 1, 1893.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
ACADEMIC BUILDING—100 feet by 50 feet

## Report on the Annual Examination.

JUNE, 1893.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—Having in accordance with the direction of the Board conducted the Annual Examination of the pupils, the undersigned Committee respectfully reports.

The Principal, by request of your committee, appointed sub-committees of teachers to aid in the general work, these teachers in every case being assigned to classes other than their own. In the examination of the High Class and of the Art Department, however, special examiners were invited for the purpose, and the committee takes this opportunity of expressing its acknowledgment of the assistance rendered by the Rev. John Chamberlain, and Col. J. C. Wright, whose reports will be found among the accompanying papers.

The examination of the classes was completed within the week included between the second and ninth of June, the examination in the regular studies being supplemented by a separate examination of all the pupils in speech, speech-reading, and the use of Bell's symbols.

In order to form an idea of the system of classification in vogue with the classes, and names of teachers, your committee here appends the schedule of classification furnished by the Principal for their guidance.

## SCHEDULE OF CLASSES, JUNE, 1893.

CLASS.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.

### ACADEMIC.

H. C.	Thomas F. Fox....	13	8	21		13	7	20
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### GRAMMAR.

I.	Thomas F. Fox....	17		17		15		15
I.	Ida Montgomery...		10	10			10	10
II.	George Ray Hare...	15		15		13		13
II.	Myra L. Barrager...		10	10			9	9
III.	Walter B. Peet.....	15		15		15		15
III.	William G. Jones...	18		18		14		14
III.	Myra L. Barrager..		15	15			15	15

### INTERMEDIATE.

IV.	Walter B. Peet.....	16		16		16		16
IV.	Ida Montgomery....		14	14			14	14
V.	William G. Jones....	15		15		15		15
VI.	George Ray Hare...	11		11		11		11
VI.	Jane T. Meigs.....	11	1	12		11	1	12

### KINDERGARTEN.

(*Main Building.*)

VII.	Josephine L. Ensign.		12	12			12	12
VIII.	Josephine L. Ensign.		23	23			23	23
VIII.	Chester Q. Mann...	9	5	14		7	5	12
IX.	Chester Q. Mann...	17		17		17		17

### KINDERGARTEN.

(*Mansion House.*)

Children between five and ten years of age.

Luann C. Rice....	}						
Fayette Peck.....		64		64	59		59
C. W. Van Tassell							
		221	98	319	205	96	301

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINA- TION.	
Males,	221	Males,	205
Females,	98	Females,	96
Total,	319	Total,	301

The main point kept constantly in view throughout the examination with all classes above the kindergarten, was to obtain a definite and reliable estimate of the standing of the pupils with the view to a more regular grading than has prevailed, the basis being rather on individual merit and progressive improvement than with respect to length of time at school. One result was that three pupils were found to be idiotic and incapable of receiving benefit from a continuance at the Institution, therefore they will be discharged. In this connection the sub-committee of teachers rendered great service, and by their aid your committee is enabled to present a series of pupil's averages indicating the line of change to be observed in the new grading. As the sub-committee were not restricted in their inspection, and merely required to find the ranking ability of the pupils, the degree of merit has been very closely approached, if not definitely determined. Your committee takes the opportunity to present some of the results reported to the Principal by the sub-committees.

INSTITUTION, June 2, 1893.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—To-day I examined the blind boy, Orris Benson, who has been under the instruction of Mr. Charles W. Van Tassell. To the questions which I asked, covering his studies during the year, he answered readily in writing, and to several practical questions, among others "Can you play ball?" "When you go home, what will you do?" "What do you think of your teacher?" and the like, he gave original replies in simple but correct language. His progress has been rapid and indicative of great attainments in the future.

Yours respectfully,

JANE T. MEIGS.



**MR. E. H. CURRIER, *Principal*:**

**DEAR SIR:**—You appointed me to examine Catherine McGirr, the blind girl taught by Miss Jane T. Meigs. I asked her questions in the History of the United States, and also on general topics. She spelled her answers quickly and, except twice, correctly. She read the Moon alphabet with great ease, and was much interested in one of Dr. Moon's books which Benson had. She did very well in Colburn's Arithmetic, involving the four ground rules and fractions. In her replies to questions she made few mistakes.

C. W. VAN TASSELL.

**ENOCH HENRY CURRIER, M.A., *Principal*:**

**DEAR SIR:**—As directed by you, we examined Class IX., Division II., taught by Mr. Chester Q. Mann.

With the exception of a few beginners, all the members of the class seem to be of inferior capacity. Three in particular have so little intelligence that, with the added obstacle of deafness, progress seems, at least, exceedingly doubtful.

Respectfully submitted.

FAYETTA PECK.

IDA MONTGOMERY.

**E. H. CURRIER, ESQ., *Principal*:**

**DEAR SIR:**—Miss Ensign's Class VI. wrote their names, ages, residences, extracts from Peet's Language Lessons, sentences giving color of objects, such as "The box is red," "The comb is black," etc.; wrote figures to 100 and gave signs for them; counted by twos and threes; wrote Bell's symbols and articulated well.

WALTER B. PEET.

June 6, 1893.

PROF. ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—The undersigned make the following report of the class at the Mansion House under the instruction of Miss Rice.

NAMES OF PUPILS.	ORAL.		LANGUAGE.		Addition.	Geo-graphy.
	Speech.	Speech Reading.	Composi-tion.	Answers to Ques-tions.		
Adolph Berg.....	10.0	8.0	6	6	10	....
Daniel Brady.....	7.6	8.0	7	5	10	....
Samuel Dyer.....	10.0	7.2	8	7	10	....
William Hefferman.	5.5	7.9	6	7	10	....
Frederick King.....	5.4	8.1	6	6	10	....
Geo. B. McDonald..	9.2	8.0	10	10	10	7
Harry Powell.....	7.6	7.9	9	10	10	7
William Renner....	10.0	8.2	10	10	10	7
Benj. Silvermond....	5.0	8.1	5	5	10	....
Alfred E. Stern....	10.0	8.0	10	10	10	7

Very respectfully yours,  
IDA MONTGOMERY.  
GEORGE RAY HARE.

INSTITUTION, June 5, 1893.

PROF. ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—As the committee in charge of the examination of the seventh class, under the instruction of Mr. George Ray Hare, we present the accompanying averages as the result of our inspection. Under the general term of language, we have included the ability shown by the pupils to comprehend and answer the questions spelled to them, in the studies of their course. The exercises in speech were conducted by Mrs. Stryker.

NAMES OF PUPILS.	ORAL.		Lan- guage.	Arith- metic.	General Average.	Relative Rank.
	Speech.	Speech Reading.				
Nicholas Simeon.....	....	8.8	8.0	9.0	8.60	1
Michael Elliott.....	....	6.8	8.0	8.0	7.60	2
James Belch.....	....	6.5	9.0	7.0	7.50	3
Joaquin Gomez.....	....	3.8	6.0	8.5	6.10	4
Chester M. Isbell.....	....	3.8	7.0	6.0	5.60	5
James Gaffney.....	....	3.9	7.5	4.0	5.10	7
Rennie H. Jackson...	....	3.6	5.0	6.0	4.86	8
Robert D. Johnson...	....	6.7	6.0	4.0	5.56	6
David Meyer.....	....	4.0	4.0	6.0	4.66	9
Howell O. Young....	....	3.3	5.0	4.0	4.10	10
Eli Magerski.....	....	2.4	6.0	2.0	3.46	11
George Dick.....	....	....	5.0	4.0	3.00	12

Respectfully submitted.

FAYETTA PECK.

THOMAS FRANCIS FOX.

June 5, 1893.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—The undersigned committee, having performed the duty assigned it of examining the sixth class of males, taught by Mr. William G. Jones, present the following results ; the averages in the oral examination being furnished by Mr. Hare.

NAMES OF PUPILS.	ORAL.		Language.	Arithme- tic.	General Average.	Relative Rank.
	Speech.	Speech Reading.				
Nicholas Simeon..	7.40	6.10	8.00	8.00	7.375	1
William Lynch...	3.40	8.10	7.00	9.00	6.875	2
Oscar Wahlstrom.	5.80	5.40	7.00	9.00	6.80	3
Frank Wood.....	4.20	6.50	7.00	10.00	6.675	4
Charles Muller...	7.80	6.00	6.00	6.75	6.637	5
Charles Amlauer..	4.70	5.30	5.50	10.00	6.375	6
Frederick Spilker.	7.00	6.00	4.50	8.00	6.375	6
Frank Picard.....	3.00	5.10	5.00	4.00	4.275	7
Charles Utrazanka	1.20	6.40	1.50	6.00	3.775	8
Denis Hartnett...	4.00	3.90	3.00	3.25	3.537	10
John DeLaney....	5.40	3.40	2.00	4.00	3.70	9
John J. Winbon..	5.20	3.60	4.00	2.00	3.70	9
John Sorenson....	2.20	6.90	4.00	1.00	3.525	11
Frank Sartor.....	5.00	6.00	3.00	....	3.50	12
Henry Mendelsohn	....	....	2.00	1.00	.075	13

Respectfully submitted.

MARY L. BARRAGER.

THOMAS FRANCIS FOX.

INSTITUTION, June 2, 1893.

ENOCH HENRY, CURRIER, M.A., *Principal*:

DEAR SIR :—As a result of an examination of the fourth class of males, under the instruction of Mr. Walter B. Peet, we beg leave to present the appended averages, which represent the individual and relative standing of the pupils in the class, judging from the use of language in the studies in which they were tested by us. The examination in speech was conducted by Mr. Hare :

NAMES OF PUPILS.	ORAL.		Lan- guage.	Arith- metic.	General Average.	Relative Rank.
	Speech.	Speech Reading.				
Herman Landre.....	6.40	7.30	8.50	8.75	7.73	2
Charles Gaunt.....	8.20	7.10	5.50	10.00	7.70	3
Stephen Hannon....	6.20	7.10	7.00	10.00	7.57	4
Beril Sigal.....	5.90	8.10	9.00	10.00	7.75	1
Anton Suk.....	8.20	6.30	3.00	10.00	6.87	5
Richard Long.....	7.80	5.70	3.00	8.75	6.36	6
James Burke.....	8.60	6.80	2.00	7.66	6.26	7
Charles Pickruhl....	4.60	6.20	4.25	10.00	6.26	7
David Burt.....	5.00	7.10	5.00	7.66	6.19	8
Louis Hatowsky....	6.60	5.10	5.00	6.75	5.86	9
Charles Rumpf.....	5.00	7.40	2.00	7.66	5.51	10
Frederick Satow....	3.00	5.90	5.50	6.25	5.16	11
Herman Heerdt.....	4.40	5.10	2.00	8.75	5.06	12
W. D. Postlethwaite	*	*	4.00	6.00	....	....
Edward Slinn.....	3.20	5.00	2.00	8.75	4.48	13

\* Not examined.

Respectfully submitted.

IDA MONTGOMERY.

THOMAS FRANCIS FOX.

INSTITUTION, June 8, 1893.

ENOCH HENRY CURRIER, *Principal* :

DEAR SIR :—We, the undersigned, submit the following report of examination of Class IV., Division II., females, Ida Montgomery, teacher.

NAMES OF PUPILS.	Speech.	Language.	Arith- metic.
Louise Kummer.....	7.9	8.9	10
Charlotte Barnett.....	3.0	8.7	10
Katie Ehrlich.....	6.0	8.7	10
Lugai Fenalli.....	7.9	8.3	10
Maud Gibbs.....	7.3	7.7	10
Agnes Russel.....	8.6	7.5	10
Lena Colligan.....	6.5	7.0	10
C. B. Van Valkenburg.....	7.4	6.0	10
Grace Patterson.....	7.6	5.7	10
Jennie Bolender.....	6.8	5.0	9
Elizabeth Thadwald.....	7.4	4.5	10
May Hoffmann.....	7.7	1.9	....
Louise Turner.....	5.8	1.0	....

Respectfully yours,

LUANN C. RICE.

GEORGE RAY HARE.

INSTITUTION, June 5, 1893.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith submit to you our report as the committee on examination of the third class of males, taught by Mr. Walter B. Peet. Special care was given to ascertaining the ability of the pupils to use and comprehend language. The examination in speech and speech-reading was conducted by Mr. Hare.

NAMES OF PUPILS.	ORAL.		Language.	Arithmetic.	General Average.	Relative Rank.
	Speech.	Speech Reading.				
Emil Mayer.....	7.60	8.10	9.50	10.00	9.05	1
Joshua Levy.....	7.00	7.00	8.00	10.00	9.00	2
Eli Ellis, Jr.....	9.00	7.40	9.00	10.00	8.85	3
Fred. Bachman.....	8.60	5.80	9.00	10.00	8.35	4
R. H. Anderson....	7.60	6.00	9.00	10.00	8.01	5
Thomas Doody.....	6.80	6.80	8.00	10.00	7.90	6
Anthony C. Reiff...	7.20	6.10	8.00	9.75	7.76	7
Henry Prinsinzing..	7.00	5.00	9.00	9.50	7.50	8
Walter B. Taylor...	*	*	9.00	9.30	....	....
Edw. Rappholdt....	*	*	8.00	10.00	....	....
Frank D. Silliman..	6.60	5.50	8.00	9.75	7.45	9
Joseph Kistler.....	7.60	7.80	4.00	10.00	7.35	10
Charles Sanford....	9.40	7.00	2.00	8.75	6.78	11
M. H. Morrison.....	6.80	4.00	6.00	7.00	5.95	12

\* Not examined.

Respectfully submitted.

IDA MONTGOMERY.

THOMAS FRANCIS FOX.

INSTITUTION, June 5, 1893.

PROF. ENOCH H. CURRIER, M.A., *Principal*:

DEAR SIR :—We, the undersigned, make the following report as the result of our examination of Class III., Division I., Mr. William G. Jones, teacher.

NAMES OF PUPILS.	ORAL.		Language.	Arithmetic.
	Speech.	Speech Reading.		
William W. Boyd.....	5.35	5.00	5.00	9.25
Nicholas Burland.....	1.60	6.00	6.00	4.75
John Campbell.....	....	5.70	5.33	1.50
Terence Fallon.....	....	....	7.00	3.50
Henry Greenwald.....	7.00	7.10	5.33	2.50
Arthur P. Izquierdo...	6.50	7.50	7.66	5.00
Robert McVea.....	9.00	7.10	7.00	4.25
James Ogle.....	....	....	7.00	10.00
Andrew Paul.....	6.40	4.10	6.33	2.05
Wesley Resue.....	....	....	6.66	9.75
Orlando D. Smith.....	6.00	4.60	6.33	2.50
Louis Unger.....	9.20	6.60	7.33	6.30
Henry D. Willis.....	7.00	6.60	6.33	4.75

This class, with the possible exception of James Ogle, can use and understand only the simplest language. In arithmetic, they are only able to perform addition and subtraction. Four, however, know something of multiplication and division.

Respectfully,

MARY L. BARRAGER.

GEORGE RAY HARE.



INSTITUTION, June 3, 1893.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—In accordance with your assignment, the undersigned conducted the examination of the second class of females, under the instruction of Miss Mary L. Barrager. We submit the result in the subjoined averages.

NAMES OF PUPILS.	ORAL.		Lan- guage.	Arith- metic.	General Average.	Relative Rank.
	Speech.	Speech Reading.				
Mary Clortie.....	7.00	7.10	9.03	9.75	8.22	1
Blanche Young.....	6.25	6.50	8.00	9.75	7.62	2
Nevada Hutton.....	6.40	5.80	8.00	10.00	7.55	3
Catharine Gartland.	5.85	5.73	7.00	7.50	6.52	5
Annie Phillipski ...	4.38	6.10	4.00	7.00	5.37	6
Minnie Brown.....	7.00	5.20	7.00	10.00	7.30	4
Ellen McCatty.....	2.35	2.73	8.00	3.00	4.02	7
Elizabeth Norton...	0.06	5.10	8.00	2.00	3.79	8

Respectfully submitted.  
FAYETTA PECK.  
THOMAS FRANCIS FOX.

**ENOCH HENRY CURRIER, M.A., *Principal*:**

**DEAR SIR :—**We have the pleasure of presenting the following report of our examination of Class II., Division II., taught by Mr. George R. Hare. The pupils were tested in language in various ways, and, as a rule, manifested unusual quickness of apprehension and readiness in answering in writing and spelling. The questions and exercises were so varied that we could not in justice give marks for each, but the schedule below will show the relative standing of the pupils. The examination in speech and speech-reading was conducted by Miss Grace Stryker.

NAMES OF PUPILS.	ORAL.		Arithmetic.	Rank in English.
	Speech.	Speech Reading.		
John Kaiser.....	9.60	6.70	7.00	1
John E. Losey.....	10.00	6.30	10.00	2
Herman F. Beck....	9.80	8.50	10.00	3
Henry Cohen.....	9.80	7.10	10.00	4
William Gilmore.....	10.00	3.30	10.00	5
William Kricheldorf. .	10.00	5.50	7.00	6
Hiram Black.....	9.80	8.30	5.00	6
Eugene Moeslein.....	10.00	8.90	10.00	7
John A. Elflein.....	9.60	7.50	7.00	8
Henry Muench.. . . .	10.00	9.00	7.00	9
James Avens.....	9.20	6.70	7.00	9
Morris Marks.....	9.80	8.10	10.00	9

Respectfully submitted.

IDA MONTGOMERY.

WILLIAM G. JONES.

**E. H. CURRIER, Esq., *Principal*:**

**DEAR SIR :—**We obtained the following results in Class I., females, taught by Miss Ida Montgomery.

NAMES OF PUPILS.	ORAL.		Language.	Geography.	Physiology.	Arithmetic.
	Speech.	Bell's Symbols.				
Elizabeth Anderson.	6.00	10.00	7.00	10.00	9.00	9.50
Emma Bamman.....	7.00	10.00	9.00	10.00	10.00	8.00
Mary T. Branfuhr..	5.00	10.00	9.00	10.00	10.00	9.00
Sarah Freeman.....	8.00	10.00	6.00	7.00	7.00	5.00
Edith P. Gray.....	5.00	10.00	8.00	10.00	8.00	7.50
Martha Jaycox.....	6.00	10.00	9.00	10.00	8.00	7.50
Alice Judge.....	7.00	10.00	6.00	10.00	8.00	6.00
Katharine P. Ottmer	5.00	10.00	5.00	8.00	7.00	6.00
Gertrude E. Turner.	7.00	10.00	6.00	10.00	7.00	7.00
Johanna H. Zettel..	7.00	10.00	9.00	10.00	8.00	7.00

Respectfully,

MARY L. BARRAGER.

WALTER B. PEET.

**E. H. CURRIER, Esq., *Principal*:**

**DEAR SIR:—**As you requested, we examined the first grammar class, males, taught by Mr. T. F. Fox, and report as follows :

NAMES OF PUPILS.	ORAL.		Lan- guage.	Natural Philos- ophy.	U. S. History.	Arith- metic.
	Speech.	Bell's Symbols.				
William S. Abrams..	7.00	....	8.75	10.00	5.00	7.00
Samuel M. Cocks...	6.00	10.00	6.00	10.00	7.25	9.75
William Colwell....	9.00	....	5.00	10.00	5.00	6.00
John H. Goor.....	9.00	10.00	9.50	10.00	8.25	6.00
Benjamin F. Hadden	6.00	10.00	7.50	10.00	7.75	7.25
George Hamm.....	6.00	10.00	7.50	10.00	8.25	7.50
Peter J. Kiernan....	6.00	10.00	8.50	10.00	5.00	8.90
Herman Lamm.....	7.00	10.00	7.50	10.00	8.00	7.25
William F. Long....	6.00	10.00	8.00	6.00	5.00	9.00
John J. McEvoy....	9.00	10.00	9.00	10.00	9.75	8.00
John E. O'Brien....	9.75	....	9.75	10.00	6.80	6.00
Herman F. Probst..	6.00	10.00	9.00	10.00	9.75	10.00
Henry Zerovitch....	6.00	10.00	8.25	5.00	8.25	10.00
Robert Zundell.....	7.00	10.00	9.00	10.00	5.00	10.00

Respectfully,

MARY L. BARRAGER.

WALTER B. PEET.

INSTITUTION, May 29, 1893.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—Pursuant to your instructions, I conducted the competitive examination of the graduating members of the High Class, Messrs. Wilbur L. Bowers, Martin Glynn and Walter Long, to determine the award of the Harriet Stoner Testimonial. I herewith present the average of each in every study, as computed from their papers, the averages in speech being those presented by Mrs. Stryker.

STUDIES.	BOWERS.	GLYNN.	LONG.
Speech.....	7.00	5.00	9.00
Speech Reading and Bell's Symbols	9.50	6.00	10.00
Language in general.....	8.60	9.00	6.00
History of the United States.....	9.00	7.20	5.00
Government of the United States..	6.60	8.00	8.00
Geography of the United States...	10.00	6.50	8.00
History of England.....	9.50	8.00	4.25
English Grammar.....	6.55	4.50	3.00
Physical Geography.....	9.00	5.00	6.00
Natural Philosophy.....	7.40	8.20	6.50
Arithmetic.....	9.50	5.10	9.30
General average.....	8.41	6.59	6.55

From the foregoing, Mr. Bowers is entitled to the prize.

Respectfully submitted.

THOMAS F. FOX.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

At the request of the principal, Professor Enoch H. Currier, I devoted Thursday, June eighth, to the examination of the "High Class" at the New York Institution for the Instruction of the Deaf and Dumb. This proved not at all an irksome duty, but, on the contrary, quite an agreeable one, owing to the cordial greeting I received and the alacrity and diligence with which the pupils attacked and pursued the work in hand, and the satisfactory results of the examination.

While I am not prepared to admit that a ready and accurate use of correct grammatical forms of language is an infallible test of intellectual culture and general intelligence, I am quite aware of the fact, peculiarly hard and stubborn in the case of the deaf, which is mentioned by one of the pupils in her cheerful words of welcome, when she says : "It is difficult for us to learn how to write our language ;" and clearly understand that the greatness of that difficulty absolutely demands that in such a school as this an especial amount of time and of effort must be applied to the study and practice of forms of speech. My day with this class has furnished ample evidence that here honest work has been done in such direction and that it has not been in vain. I am much pleased to find so good a degree of general proficiency in this respect, and how high a degree of excellence several individuals have attained. I sincerely congratulate both teachers and pupils.

A few brief selections will illustrate not only the mode of expression which has been acquired, but also the tone of thought which has been evolved in the process of education. Here are some of the words of welcome with which I was greeted. One writes : "It is a great pleasure for me to welcome you here to examine us. We feel grateful to this institution for the reason that we now are not to remain in darkness when we leave here, but we have had light of knowledge turned to us." Another says : "To be frank with you, we are not overjoyed at your coming, for with what but fear can an examiner inspire even the most studious pupils ? 'Hearest thou not the furious thumping of our hearts ?' You are quite welcome, however, and we hope you will find us equal to the task of answering your enigmas." A third says : "We are glad to welcome your examiner and to begin our examination at last. We hope it will prove a successful one, and that it will show how far we have advanced up the ladder of learning. We hope to reach the goal of our ambition, and to reach the standard upheld for the High Class to strive for. Though some of

us leave this year, those who remain will strive more earnestly than ever to go upward and onward." A fourth writes : " As our examiner, we cordially welcome you here this morning, and we sincerely hope that in passing our examination successfully we shall fulfill all your expectations of what the High Class should be, and give you the impression when you depart from us that our labor of the past year in search of newer, broader fields of knowledge, was not time wasted, but well spent."

To relieve these of any suspicion of premeditation, I add some entirely impromptu utterances upon some subjects proposed by myself at the close of our session. I asked : " Do you favor the expulsion of the Chinese, and why ?" One replies : " No ; such would injure our commerce with China. The Chinese are said to injure Yankee morals. They are all a hard-working and faithful set of mortals when they come to America, and their subsequent dissoluteness is due to contact with American gamblers and outlaws." Another answers : " Of late there has been a great deal of talk about expelling the Chinese from this country, and not permitting them to come back here. I partly favor expelling them, because they only came here to get money and then go back to China, instead of becoming American citizens. They bring bad habits with them, for some gamble and smoke opium and generally belong to the lowest class." A third replies : " Yes ; I favor the expulsion of the Chinese. Why ? Because they don't really want to become citizens of this country, but they want to earn their own living in America so they will return to their native land. The Chinese get very little money by working in China, so they come to America to get more money, then return to their homes."

To the inquiry : What do you think of the annexation of the Sandwich Islands ? one young man answers : " The majority of the papers are against it, and I suppose they know when a good thing is in sight, and when it is not. Hawaii is too much encumbered with debts, and most of its inhabitants are on too low an intellectual level to aid the United States in its civilization march."

Another replies : " I am in favor of that annexation, for the reason that the United States needs to have a coaling station in the Pacific Ocean, and also have a good commerce with these islands."

I asked the young women : What do you think of the crinoline question ? One replies : " That is, perhaps, a little too hard to answer, for there are objections to the use of crinoline, and also many advantages. If we wish to get into crinoline, we might as well adopt the styles of our grandmothers and hoop-skirts as well. It is comfortable for tall and stately persons, but on small ones it looks ridiculous. It requires a great deal of practice to walk and dance with a person

who wears crinoline. If a woman enters a horse car or elevated car and sits down, the crinoline in her dress spreads it out over two or three seats, and when the gentlemen come in they have to stand, because they can not get a seat. I am very much against the use of crinoline, and hope it will disappear from use soon, and never return." Another replies: "Crinoline! What do I think? I think that crinoline around the bottom of a woman's skirt is a very appropriate thing, indeed, especially for tall women, not short ones; but if with hoop-skirts, it is different. No woman wants to look like a full grown umbrella, but crinoline has its advantages. It makes one look and walk more graceful, that is, it gives the pedal extremities more moving room, which was not the case with last year's fashions, which, with their long trains, were altogether too tight-fitting."

The following shows how deeply written language has set its impress in one mind. In answer to the question, "What is Poe's best known poem?" one of the pupils writes: "'The Raven' is the best known. It is like a dream, and when I read it I could not help reading it over again." Another, asked to name two of the best works of Oliver Wendell Holmes, names "The One Hoss Shay" and "The Last Leaf," and adds the following stanza:

"If I should live to be  
The last leaf upon the tree  
In the spring,  
Let them smile, as I do now,  
At the old forsaken bough  
Where I cling."

These examples show that the written language is to these pupils no mere barren accomplishment, but a real vehicle of thought, and that not merely commonplace, but cultivated thought.

I shall not enter into a detailed report of the examination under the successive heads of the several studies which have been pursued, and which include besides Language, English Grammar, History of the United States, History of England, Physical Geography, Arithmetic, Government of the United States, American Literature and Bookkeeping. I am glad to be able to say that questions on all were answered promptly, and that the pupils acquitted themselves in a manner to compare favorably with classes of hearing pupils in the same grade of studies. The examination has shown that their instruction has not been a mere cramming of the memory. I submit a single item which has contributed to this conviction. I asked: "Who founded the present kingdom of England?" The replies varied, as I anticipated, but it was gratifying to see that they varied between two points; the



period of the consolidation of the Heptarchy, and the Norman conquest. Just so, I presume, would people of more years and wider reading vary in answering that question.

I am pleased to find good evidence that conscientious and diligent attention has been given to articulation and lip-reading, and to observe the admirable results which have been attained. I am glad also to know that persistent effort is made with the aid of ingeniously constructed speaking tubes, to develop any rudiment or preserve any remnant of the sense of hearing which any pupil may possess.

The presence of a blind member of the class has suggested to me the query whether the public authorities might not be moved to grant larger allowances for such cases, and so enable the institution to provide the individual instruction which such cases require. The results achieved under present circumstances certainly argue in favor of larger public liberality toward these doubly afflicted ones.

Again congratulating both teachers and pupils, I respectfully submit this report.

JOHN CHAMBERLAIN.

NEW YORK MILITARY ACADEMY, }  
CORNWALL-ON-HUDSON, *June 17, 1893.* }

TO ENOCH H. CURRIER, ESQ., *Principal New York Institution for the Instruction of the Deaf and Dumb :*

DEAR SIR :—Having examined with care the art department of the institution over which you preside, I have the honor to report :—

That the methods of instruction employed are excellent and such as are employed in the most advanced schools in this country and in Europe. The students are taught, from the beginning, to study the object with reference to form, light and shade, and picturesqueness ; to draw from the object and afterwards from memory, and to model in clay from the object. Beginning with this solid foundation of hand and eye training, the subsequent work, covering drawing with charcoal and the pen, painting in water color and oil, modeling, china painting, woodcarving, etc., is not only original but excellent, and I was not surprised to learn that many of those who have completed the course of instruction have found employment as designers and decorators. I consider the methods excellent and the results superior.

I am very truly yours,

C. J. WRIGHT.

## ANNUAL COMMENCEMENT.

The literary exercises of the seventy-fifth commencement of the institution were held in the chapel, from 11.30 to 1 o'clock P.M., on Tuesday, June thirteenth, in the presence of a large audience. The following was the programme :

- I. PRAYER.
- II. ADDRESS BY THE PRESIDENT.
- III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M.A.
  1. Salutatory address, by Martin Glynn.
  2. Illustrations of art instruction, with primary classes.
  3. The kindergarten, with beginners.
  4. Advanced primary work.
  5. "Now the Day is Over," recited in signs, with vocal quartette accompaniment.
  6. Advanced art work.
  7. Graduating essay, by Johanna Buss.
  8. Illustration of methods of aural development.
  9. Essay, "Industrial Education," with valedictory address, by Wilbur L. Bowers.
  10. "Home, Sweet Home," in concerted signs.
- IV. REPORTS OF THE EXAMINERS.
  1. Special report on the examination of the High Class, by the Rev. John Chamberlain.
  2. Special report on the examination of the classes in art, by Col. C. J. Wright.
  3. General report on the examination, by the chairman of the Committee of Instruction.
- V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.
- VI. DOXOLOGY IN CONCERTED SIGNS.
- VII. BENEDICTION.

Appended are the salutatory address, the essays, and the valedictory address, which were as follows :

### SALUTATORY ADDRESS.

By Martin Glynn.

*Ladies and Gentlemen* :—On this occasion, which marks the close of the academic year, and of the seventy-fifth anniversary of the opening of this institution, we greet you. Welcome to dear old Fanwood.

When this institution was established in 1818, the art and method of teaching the deaf was yet in its infancy. Profound ignorance and intellectual blindness were the usual lot of persons born deaf. To-day such is not the case. There are nearly a hundred schools for the deaf

in this country alone. And our school has done much to bring about this result. It alone has furnished scores of principals either to begin or to continue pioneer work in sister States, and hundreds of teachers to help along the good cause of the education of the deaf. This, in addition to caring for 3,445 children, shows that it has done yeoman service in the cause of the deaf at large. This may sound like boasting, but in our pride of our dear old school, do you not think that we have good reason to reverence what to-day becomes our alma mater, and which has given us the power to succeed "By Industry and Integrity," the motto of our class?

- I think we have, and we hope that the presentations of our school and its work which you observe to-day, will give you a like impression. As the representative of the graduating class, I now bid you all a hearty welcome.

#### ART OF PRINTING.

By Martin Glynn.

The term printing is derived from the Latin word *imprimo*, to stamp or imprint. It signifies the taking impressions from types or engraved plates, for the purpose of multiplying at a cheap rate reversed copies of the designs they represent.

The birthplace of all arts and sciences has been obstinately contested, and so it is not remarkable that several cities have advanced rival claims to the honor of the discovery of printing. After due consideration, we agree with Isaiah Thomas in the opinion that the probability points to Laurentius as the discoverer of the art of printing. The fact is that, in the city of Haarlem, in Holland, the people claim that Laurentius had invented the art, in the year 1423, and that he make use of movable types of wood and afterward of lead and tin. It is supposed that he had been engaged in printing books from wood blocks, or plates, in which the reading matter was illustrated by rude pictures.

The claims of Johannes Gutenberg to this invention are generally recognized. He, after learning the processes in Haarlem, returned to Mentz, his native place, and communicated the secret to his nephew, John Gutenberg, an ingenious artist of Staatsburg, in the year 1450. Here he associated with a wealthy citizen, Johann Faust, who, on learning the secrets of the art, entered into partnership with Gutenberg, an arrangement which ended disastrously to Gutenberg.

William Caxton acquired a knowledge of the art of printing in Germany, and carried it into practice at Westminster, in England. In the year 1477 appeared the first book printed with a date in England,





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
TRADE SCHOOL BUILDING—Northeast of Main Building—100 feet by 80 feet.

being the "Dictes and Sayingers of the Philosophers empynted by me, William Caxton, at Westmere, the yere of our Lord, M.CCCC.LXXVII."

In America, printing was introduced in Mexico, by the Viceroy Mendoza, in 1536. The first book so printed was called the "Escala espiritual de San Juan Climaco," of which no copy is known to exist. The oldest American book now extant is the "Manual de Adultos," dated 1540, of which only the last four leaves are to be found in the library of the Cathedral of Toledo. In 1693, William Bradford, who himself printed the first book issued in the Middle Colonies, removed to New York, and was appointed printer to the colony, where he established, in 1725, the "New York Gazette," the first paper published here.

Type-founding was introduced in America in the year 1796. Most types are cast in metal, but those for printing large letters or show-bills and other coarse work, are generally made of wood. In old times printers used to cast their own types, but now types are made by type-founders who make a business of it. Type metal is an alloy, made up of lead, antimony, tin and copper. More lead is used than anything else; the antimony hardens the alloy, and the tin and copper make it tough. The face of the type is the part with which the printing is done. The nick, always on the lower side of the type, is helpful to the compositor in picking it up. Some types have two nicks, others three or four, which serve to mark the different fonts or sets, all of one kind having the same nick.

The composition for printing is divided into two parts—first, the setting up of the types, and, second, the press-work or printing on the paper. The person who sets types is called a compositor. He stands before a case, which is a number of partitioned spaces for the different types on a high frame, and in setting types he uses a composing stick and a rule. Types are sometimes set "solid," and sometimes "leaded." "Leaded" means a thin slip of lead put between the lines to keep them separate, so when printed they have a more open look. When the stick is filled up with the lines of the types, the compositor empties it by sliding off the type on to a "galley." "Galleys" are long, narrow trays, made generally of brass. When the galley is filled with ten stickfuls of type, the lines of type are fastened tightly with wedges, so they will not be shaken or moved out of place. An impression of the type, known as a "proof," is taken and given to a proof-reader, who reads the proof carefully and marks the mistakes in it. When it is sent back to the compositor, he corrects the mistakes in the type.

Printing for the deaf was introduced in the New York Institution in

1860. At first, a little newspaper for the deaf, the "Now and Then," was printed, beginning its existence on March 15th, 1873. The paper was smaller than most of the deaf papers of to-day, and its first and fourth pages contained a short sketch of the life and labors of Dr. Harvey P. Peet. The "Fanwood Chronicle," it is supposed, was published before the appearance of "Now and Then." Most of the types used by the "Chronicle" were used by the "Now and Then."

In 1876, the present instructor of printing, who had been employed as a regular printer in the city for several years, was appointed foreman of a small printing-office at this Institution by the Board of Directors. He found the office was very small, and the types were worn out. His representations to the authorities led to the enlarging of the printing-office. Since then, his management of the office, and the success that has attended the large number of printers who have graduated from his instruction, have proven the wisdom of his selection, and attest his ability far beyond the power of words. Soon after the establishment of the complete office, the "Educator," a paper of high tone, was published monthly. It ceased in the year 1879. The following year, the "Deaf-Mutes' Journal" began to be published at the Institution. From a weak journal, it has been raised to be the foremost paper of its kind in the world. Under his instruction, the printers, who are pupils of the Institution, have shown an ardent zeal to acquire all the technicalities of their business. Every year the "Protean Journal" is published at the Institution by the members of the Protean Society. The typographical work and printing of this journal is done by them, and it is a fair sample of the knowledge and capabilities of the deaf in the "art preservative."

The most important and most difficult task of the Institution is to give the pupil a command of the English Language. Language is everything in the printing-office. The pupil masters the first principles of type-setting from working on reprint copy until he can do well; then he is given easy manuscript copy. The copy is, at first, carefully read and corrected, and, if necessary, the ordinary slips in grammar, punctuation, spelling, etc., that may occur in such simple manuscript are remedied. The beginner will be able to set it up if he understands the language of the copy.

The printing office of this school does not seek to make money, but desires work merely as an instrument for developing the mechanical abilities of the pupil. If a bindery were added to the equipment, it would afford a new field of usefulness to the pupils. The folding, gathering and sewing of books, covering of pamphlets and ruling the blanks are well-paid and pleasant employments, in all of which the deaf can do as well as the hearing.

**WOMAN'S PROGRESS.**

By Johanna Buss.

Within the last century, woman's condition has become very different from what it was in ancient times.

Once, women were treated as inferiors, and made to serve man. Men gave their time to hunting and making war, while the women had to stay at home and work hard. Women were not allowed to learn to read or write.

It is very strange that, in ancient times, men appeared to honor women more than they do now, yet they did not want women to learn how to be independent.

The American Indian women were always obliged to do hard work. When the Indians moved their camps, the women always carried the papoose, tent and camp utensils for many miles, and the men had the pleasure of hunting and making war with each other.

Recently, a lady who teaches the deaf in China came here to visit this institution. She said that she wanted to teach the girls as she teaches the boys, but the Chinese thought that it was not right to teach the girls with the boys, and she said that she could hardly teach the girls, but she will try to get them well educated.

I am thankful that I do not live in China.

Now, women and men, in many countries, live on terms of equality, and women take an active part in the affairs of mankind.

They attain the highest excellence in the arts, literature and in science. New fields are opening to them. They obtain splendid positions as stenographers, typewriters, musicians, and even make reputations as physicians, dentists, lawyers and journalists.

Many men owe the distinguished positions they attain very often to woman's influence. The latter have good minds and know how to make men become ambitious.

We have seen that Maria Mitchell was famous as an astronomer and was a professor of astronomy at Vassar College.

Rosa Bonheur obtained fame as an artist, and she painted a splendid picture of the Horse Fair, which is now in the Metropolitan Art Museum.

Many other women are filling high positions in the different professions.

A woman's congress has lately been in session in Chicago, at which many distinguished women have lectured on subjects of special interest to women.

To quote the words of Lady Aberdeen: "Women can best be discussed in America, where woman is queen."



The prominent part that women are taking in the World's Exposition shows what great progress women are making.

And as Alice P. Morrison, of Canada, has said: "This is the most favorable opportunity to place before the world in an unprejudicial light the various plans of education and work now being conceived and developed by the women of the world."

#### ESSAY ON INDUSTRIAL EDUCATION, WITH VALEDICTORY ADDRESS.

By Wilbur L. Bowers.

In recent years the subject of industrial education has come to receive careful attention in the public school system of this and other States.

The youth formerly left school with various mental accomplishments, but without a trade they were helpless. The learned professions are crowded. This is true especially in large cities, where the supply of young doctors, lawyers and other professional men, is always greater than the demand. But in great cities every good, steady workman can obtain work and good wages. If he has mastered his trade and is patient and provident he will succeed.

What the public school system is just beginning to discover and experiment upon, this institution has practiced for nearly sixty years. Before the year 1831, the pupils of this school had no chance to learn any handicraft. They found it hard to compete with other people who were skilled in various branches of industry. In that year an industrial school was first established in connection with the institution; since then much attention has been given to the subject, and of the 3,000 odd graduates very few have failed in the trade the institution has given them as a means of support. The institutions for the deaf in other States followed the example set here. What young people require to crystalize their thoughts and energies and to bring all their powers into play is working with the mallet, the plane, the saw, and the needle, as the case may be. They need to exercise the brain and the muscles, and when this point is reached they have an opening future that leads up to an independent position among their fellows. Now the pupils of this school see in prospective for themselves an independence which they could not hope to gain without a trade, and they are happy that when they graduate and return to their homes they can support themselves through the training they received at school. The deaf with no instruction in trades grow up in idleness; this is dangerous to their future welfare and leaves them dependent on others. By such neglect they can never become happy and useful members of society.

It is with pleasure that we acknowledge our indebtedness to this.

school for the mental, moral, and manual training it has afforded us. Yet it is difficult to express our gratitude in mere phrases, but, except for the future outcome of our lives, this is all we can at present offer to those to whom our grateful acknowledgments are due.

*Honored gentlemen of the Board of Directors:*—In return for what you have done for us during our connection with this school, we desire to say a few words. We are not able to express our feelings in words for all the care you have shown for our welfare. In beholding the good results of your efforts, we hope that you will feel encouraged to continue your good work for the welfare of this institution and its pupils for many years to come. That you may in the end receive heaven's choicest blessings, is our sincere hope. Farewell.

*Beloved Principal:*—What you have accomplished for the welfare and enlightenment of the deaf while a teacher in the past quarter of a century, and especially your efforts within the last half of this term, as principal of this grand school, shows that there is a great future for active good before you. We, who know you best, and love you for yourself and your continual thoughts for our welfare, wish you success in whatever you undertake, knowing full well that it will be the fruit of serious thought, and prove a blessing both to the school and its pupils. Thus your acts become the great evidence of your especial fitness for the laborious life before you. As we go forth from your benign care, guided and encouraged by the great lessons you have taught us, and with "Industry and Integrity" as our motto in life, we feel certain that we are prepared for our destiny and that our training will not fail us. Farewell.

*Venerable Principal-Emeritus:*—It will be impossible for us to forget all you have done for our welfare and happiness while under your authority. We know you did your best to educate us in the proper way, and to prepare us for the life upon which we are now about to enter. On leaving us, we can not, nor can any one else say that you left anything undone, and we owe you a debt of love and gratitude which we cheerfully acknowledge. Farewell.

*To the Teachers and Officers:*—We will not soon forget how you have cared for us during the year of our residence here. You have done everything possible to aid your supervisors in attention to our mental and bodily wants. We know this and feel grateful toward you for it, as we are about to take the care of ourselves in our own hands, we trust that in the future we may be able to get along well, since we have learned many useful things and hope to benefit by them in after years. Farewell.

*Graduating Classmates:*—Perhaps at some time in the past, we

have anticipated the day when we would be obliged to lay down our books, leave the Institution and then be forever separated. Yet the day and the hour have come unexpectedly. Our school days are over and we are no longer children. We must now work for ourselves, and make as good a living as we can. This we must do, for all men must work for what they wear and eat. A sad feeling possibly creeps over you, as it does over me. After being together so long we ought to feel sad at parting. Let it be our aim each of us to lead an honest and useful life, and be a burden to no one but a credit to our school and its training. Farewell.

At the conclusion of the literary exercises, the certificates, diplomas and prizes were awarded in accordance with the following resolutions of the Board of Directors, passed June 13, 1893 :

#### PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the committee appointed by the the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz.:

John A. Elflein,  
Eli Ellis, Jr.,  
Ralph Lawton,  
John E. Losey,  
Henry Muench,

John E. O'Brien,  
John J. Winbon,  
Frederick Spilker,  
Edith P. Gray,  
Martha Jaycox,

who have completed, or within the academical year will complete the term of five years for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That

John Campbell,  
Samuel M. Cocks,  
William Colwell,  
William Gilmore,  
Josias D. Mendez,

Mary Branfuhr,  
Elva Finch,  
Catharine Gartland,  
Josephine Kurz,  
Ellen McCatty,

who have completed the full term authorized by law as State pupils,

and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That, in accordance with the provisions of the by-laws of this institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz.:

John A. Elflein,  
Eli Ellis, Jr.,  
Ralph Lawton,  
John E. Losey,  
Henry Muench,

John E. O'Brien,  
John J. Winbon,  
Frederick Spilker,  
Edith P. Gray,  
Martha Jaycox.

*Resolved*, That the following named pupils, who have completed an eight-year's course of instruction, are entitled to diplomas, and that the same be given to them, viz.:

John Campbell,  
George W. Carr,  
Samuel M. Cocks,  
William Colwell,  
William Gilmore,  
Henry A. Greenwald,  
Herman Lamm,  
William F. Long,  
Josias D. Mendez,

Wesley Resue,  
Harry Zerovich,  
Mary Branfuhr,  
Lura Day,  
Elva Finch,  
Catharine Gartland,  
Sarah J. Hoag,  
Josephine Kurz,  
Ellen McCatty.

*Resolved*, That certificates for a modified course of supplementary study be awarded to

Walter Long,  
Minnie Brown,

Eliza Knorr,  
Catharine Schaefer.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz.:

Wilbur L. Bowers,      Martin Glynn,      Johanna Buss.

*Resolved*, That the prize for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded:

First Prize, to Martin Glynn; second prize, to John Hogan.

*Resolved*, That the prizes for progress during the year be awarded to Walter Long and Archibald McL. Baxter.

*Resolved*, That prizes be given to the pupils of each division for proficiency in their respective trades, viz :—

#### CARPENTERS.

Division I.—Frank D. Silliman.

Division II.—Andrew Paul.

#### SHOEMAKERS.

Division I.—William Colwell.

Division II.—Charles Lehmer.

#### TAILORS.

Division I.—David Meyer.

Division II.—Charles Amlauer.

*Resolved*, That the prizes for dressmaking be awarded to Minnie Brown and Emma Bamman.

*Resolved*, That the prizes for skill displayed in shirtmaking be conferred on Eliza Knorr and Elva Finch.

*Resolved*, That the prize for plain sewing be adjudged to Hetwich Hutschenreuter.

*Resolved*, That the prizes for proficiency in cooking be awarded, in Division I, to Julia A. Hemphill; Division II, to Blanche Young.

*Resolved*, That from the interest of the bequest made to this institution by the late Madame Jumel, the following prizes be awarded in the department of art :

For application of historic art forms, to Frank Avens.

#### SENIOR CLASS.

Prize for drawing and painting, to Morris Marks.

Prize for drawing and modeling, to Samuel M. Cocks.

Prize for drawing and painting, to Herman Lamm.

Prize for drawing and design, to Mary Branfuhr.

#### INTERMEDIATE CLASS.

First prize, for general excellence, to Anton Suk.

Second prize, for general excellence, to Emil Mayer.

Third prize, for general excellence, to Robert H. Anderson.

**JUNIOR CLASS.**

First prize, for drawing, to Edward Slinn.

Second prize, for drawing, to Charles Gaunt.

Monitor's prize, to John J. Winbon.

**REGULAR SCHOOL CLASSES.**

Senior division.—William Long, Emma Bamman.

Intermediate division.—Eli Ellis, Jr., Eunice Miller.

Junior division.—Michael Elliot, Leah Goldstein.

*Resolved*, That the Henry Jansen Haight prizes for water color be awarded as follows :

First prize, to Frank Avens.

Second prize, to Samuel M. Cocks.

Third prize, to Morris Marks.

*Resolved*, That the Grosvenor prize, for excellence in the reciprocal use of language and signs, be awarded to Martha Jaycox.

*Resolved*, That the Alstyne prize, for general excellence of character and perseverance in well doing, be awarded to Herman Lamm.

*Resolved*, That the Cary testimonial be awarded to Mary Branfuhr, for superiority in scholarship and character.

*Resolved*, That the Demilt prize, for character and scholarship, be awarded to Edith P. Gray.

*Resolved*, That the Frizzell prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies, be awarded to Johanna Buss.

*Resolved*, That the testimonial to be conferred every year in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Wilbur L. Bowers.

All of which is respectfully submitted.

THOMAS GALLAUDET,

AVERY T. BROWN,

*Committee on Annual Examination.*



MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner, William H. Fogg and Cary Funds are reserved for the uses prescribed by the terms of the several bequests.

DR.		REAL ESTATE AND BUILDING FUND.		CR.	
1892.					
Oct. 1.	To balance from old account.....	\$247,651 04			
	“ legacy of George P. Clapp.....	31,500 00			\$214 55
	“ bond and mortgage of C. J. Berg, account Principal.....	5,000 00			
	“ New York City for assessment paid in error, November 11, 1892.....	214 55			3,748 23
	“ interest on balance in trust companies do on bonds and mortgages.....	1,320 66			498 18
		8,664 21			9,212 09
					2,349 06
					8,207 96
					1,325 59
					677 91
					172 89
					1,303 70
					408 00
					35 00
					14,003 91
					5,000 00
					8,994 68
					21,003 05
					217,200 72
					\$294,350 46
1893.					
Oct. 1.	To balance from old account.....	\$217,200 72			
	Mem.—General Fund owes for advances made..\$75,618.34.				



WILLIAM H. FOGG FUND.			CR.
DR.			
1892.		1893.	
Oct. 1. To balance from old account.....	10,000 00	Sept. 30. By balance to new account....	10,000 00
	<u>\$10,000 00</u>		<u>\$10,000 00</u>
1893.			
Oct. 1. To balance from old account.....	\$10,000 00		
DR.			CR.
LIBRARY FUND.			
1892.		1893.	
October 1. To balance from old account.....	4,202 45	Jan. 14. By Library Committee Draft.....	80 77
" interest	168 10	Sept. 30. By balance to new account .....	4,289 78
	<u>\$4,370 55</u>		<u>\$4,370 55</u>
1893.			
October 1. To balance from old account.....	4,289 78		
DR.			CR.
FRIZZELL FUND.			
1892.		1893.	
Oct. 1. To balance from old account.....	3,277 69	Sept. 30. By balance to new account .....	3410 07
" interest	182 38		
	<u>\$3,410 07</u>		<u>\$3,410 07</u>
1893.			
Oct. 1. To balance from old account.....	\$3,410 07		
DR.			CR.
HARRIET STONER FUND.			
1892.		1893.	
October 1. To balance from old account.....	201 41	September 30. By balance to new account..	209 58
" interest	8 12		
	<u>\$209 53</u>		<u>\$209 58</u>
1893.			
October 1. To balance from old account.....	\$209 53		

CARY FUND.			CR.
1892.	October 1. To balance from old account..... " interest	188 39	148 97
		5 58	
		\$143 97	
1893.	October 1. To balance from old account.....	143 97	\$143 97

RECAPITULATION.

Real Estate and Building Fund.....	217,200 73	Cash in N. Y. Life Insurance and Trust Co.....	27,550 47
"William H. Fogg" Fund.....	10,000 00	" United States Trust Co.....	21,484 66
Library Fund.....	4,289 78	" Bank of Metropolis ...	298 09
Frizzell Fund.....	3,410 07	" Inst. for Savings of Merchants Clerks ...	5,356 00
Harriet Stoner Fund.....	209 53	" Seamen's Bank for Savings .....	2,697 85
Cary Fund.....	143 97	Bonds and Mortgages.....	177,867 50
	\$235,254 07		\$235,254 07

STATE OF NEW YORK, }  
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn to before me this 28th }  
day of October, 1893. }

WILLIAM H. ROCKWOOD,  
Notary Public for New York County.

[SIGNED.]      GEORGE A. ROBBINS,

## Report of the Attending Physician.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—The following list contains a concise report of the diseases treated during the year and the number of cases of each. Many cases too trivial to mention have been omitted.

DISEASES.	Cases.
Abscesses.....	9
Bronchitis.....	1
Burns.....	2
Chicken-pox.....	15
Chorea.....	1
Conjunctivitis.....	2
Contusions.....	2
Dermatitis.....	1
Eczema.....	6
Epilepsy.....	1
Erysipelas.....	1
Favus.....	1
Influenza.....	9
Insolation.....	2
Keratitis.....	2
Laryngitis.....	5
Melancholia.....	1
Nephritis (chronic).....	1
Ovaritis.....	1
Phthisis.....	1
Pleuritis.....	4
Pneumonia.....	4
Remittent fever.....	3
Ringworm of scalp.....	19
Stomatitis.....	1
Synovitis of the knee.....	4
Tonsillitis.....	41
Ulcers of legs.....	1
Whooping-cough.....	18
Total.....	159

From an inspection of this table it is evident that the usual high standard of health among the pupils has been maintained, and that

they have been unusually free from epidemics, no diseases more serious than whooping cough, chicken-pox and ringworm, having afflicted them.

As has been the case during the preceding five years, there have been no deaths.

Yours respectfully,

W. T. ALEXANDER, M.D.

# Report of the Ophthalmologist and Otologist.

NO. 38 EAST TWENTY-SIXTH STREET,  
NEW YORK CITY, October 1, 1893. }

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—During the fiscal year just terminated, the few cases of eye and ear disease occurring among the pupils of this Institution have been carefully attended.

A few minor operations have been performed, as circumstances indicated.

An eye of one of the pupils, some years since diseased, and its function entirely destroyed, was found in a state of inflammatory activity, which endangered its fellow ; and in order to prevent impairment or possible total loss of the good eye, it was successfully removed ; the patient being anæsthetized, and subsequently making a good recovery.

The managerial changes which the Board has seen wise to institute during the past year have but helped to augment the usefulness of this department of the Institution, Mr. Currier and his staff, fully recognizing, as they do, the importance of ophthalmic sanitation, etc., and are in perfect accord with all that is for the welfare of the pupils and inmates in this as well as in other departments.

Under the present regime a condition as satisfactory as has existed heretofore is hoped and looked for.

Below is appended a list of diseases, etc., treated the past year :

## OPHTHALMOLOGICAL DEPARTMENT.

DISEASES.	NUMBER.
Astigmatism, glasses ordered.....	1
Blepharitis, recovered.....	3
Conjunctivitis, recovered and under treatment...	8
Hypermetropia, glasses ordered.....	4
Leucoma Adherens, operation advised.....	2
Myopia, glasses ordered.....	2
Phthisis Bulbi, enucleation performed.....	1
Strabismus, tenotomy advised.....	2
Trachoma, recovered and under treatment.....	6
Stricture of eyelids, operation pending.....	2

OTOLOGICAL DEPARTMENT.

DISEASES.	NUMBER.
Chronic Otitis Media, recovered and under treatment.....	4
Impacted Cerumen, removed.....	2

Very respectfully.

F. C. RILEY, M.D.

## Report of the Dentist.

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NEW YORK CITY, November 1, 1893.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—I herewith submit to you the following report of the dentistry for this institution, since May 1, 1893, to date :

Number of hours, 349.

Number of fillings, 640.

Number of extractions, 330.

Number of patients whose dental work has been finished, 160.

Only the best quality of filling material is used and the kinds chosen have been gold, silver, pure tin, oxyphosphate cement and gutta percha.

The nerves of a large number of teeth were killed during May and June, and the canals of the same filled. Probably one-third of the whole number of fillings placed during the two months were either in pulpless teeth, or over exposed or nearly exposed nerves, an effort having been made to take the worst cases first.

Of these, only one pulpless tooth has given trouble. This was in the mouth of a boy (Lawton) whose temperature is usually 100 degrees. The tooth is now under further treatment.

Of the exposed nerves which were capped five have since died, and the teeth treated and filled.

Fourteen patients for whom filling was done in the spring have presented for further work. I find the teeth hold the fillings well as a rule, only one permanent filling being gone, but several new cavities being found in each mouth.

Most of the children have teeth of so poor a quality that they will probably show fresh decay every few months for several years, until the age is reached at which the teeth begin to grow harder.

Probably one third have fairly good teeth, a few have really fine ones.

Teeth indicating syphilitic progenitors are numerous. A marked improvement is noticed in the care which the children take of their teeth since the filling began ; previous to this many of the mouths had from one to five teeth so sore as to make brushing them practically impossible.

There has been no case of necrosis of the jaw, or disease of the

antrum ; but as an exhibition of every known kind and degree of carious teeth, the mouths of these patients, as seen last May, left nothing to be desired.

The efforts of the dentist are fully appreciated by the students, they being tractable in every instance ; and even the least ones will exhibit their dental troubles, requesting that the teeth be filled, though earnestly suggesting that none be extracted.

The work has been conservative, no tooth having been extracted which it was at all advisable to save.

One patient (Abraham Haischober) having two badly ulcerated teeth was placed under ether, by Dr. W. T. Alexander, and the teeth extracted. Another (Antonio Ulloa) presenting the same conditions, the teeth were extracted under nitrous oxide gas.

Respectfully submitted.

CHARLOTTE E. BENTON, D.D.S.



# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1893.

## MALES.

Names.	Town.	County.
Abrams, William .....	New York.....	New York.
Alonzo, Roman, Jr.....	Brooklyn.....	Kings.
Amlauer, Charles.....	New York.....	New York.
Amnuth, Jacob.....	New York.....	New York.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Annett, Robert.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Bachmann, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barry, Alfred G.....	Brooklyn.....	Kings.
Baschen, Asher.....	New York.....	New York.
Baxter, Archibald McL....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Belch, James.....	Brooklyn.....	Kings.
Benson, Orris.....	Grahamsville.....	Sullivan.
Berg, Carl A.....	Brooklyn.....	Kings.
Berg, Felix M. E.....	Brooklyn.....	Kings.
Berg, Paul O. F.....	Brooklyn.....	Kings.
Bettels, Henry.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Block, Charles.....	New York.....	New York..
Bohmler, George.....	Maspeth.....	Queens.
Bowers, Wilbur L.....	Brooklyn.....	Kings.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MANHATTAN HOUSE—MALE KINDERGARTEN ANNEX—East of Main and Academic Buildings.

<b>Names.</b>	<b>Town.</b>	<b>County.</b>
Boyd, William W.....	New York.....	New York.
Brady, Daniel.....	Brooklyn.....	Kings.
Brewer, Charles E.....	Mt. Vernon .....	Westchester.
Brewer, Wm. A.....	Mt. Vernon.....	Westchester.
Berger, Frederick C.....	New Rochelle.....	Westchester.
Britt, James.....	New York.....	New York.
Burch, Louis.....	Bay Shore.....	Suffolk.
Burke, James....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.
Burland, Nicholas.....	Hurley .....	Ulster.
Burt, David.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Campbell, John....	Troy.....	Rensselaer.
Capuano, Guiseppe.....	New York.....	New York.
Carman, Squire S.....	New York.....	New York.
Carr, George W.....	Urbana.....	Steuben.
Chaimowitz, Abraham.....	New York.....	New York.
Cocks, Samuel M.....	North Hempstead....	Queens.
Cohen, Abraham.....	New York.....	New York.
Cohen, Henry.....	New York.....	New York.
Cole, Charles W.....	Tompkins.....	Delaware.
Conners, Frank.....	New York.....	New York.
Cullimore, John N.....	New York.....	New York.
Daly, Thomas .....	New York .....	New York.
Dayton, Harvey A.....	Croton.....	Westchester.
Dick, George.....	New York.....	New York.
Duerr, Adolph.....	New York.....	New York.
DeLaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dingman, Stafford.....	Phoenix.....	Oswego.
Doody, Thomas.....	Albany.....	Albany.
Dorst, Henry.....	New York.....	New York.
Droppe, Henry.....	New York.....	New York.
Dyer, Samuel J., Jr.....	Brooklyn.....	Kings.
Elflein, John A.....	Roxbury.....	Delaware.
Elliott, Michael.....	New York.....	New York.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Fallon, Terry.....	Fishkill.....	Dutchess.
Fatier, Peter.....	New York.....	New York.
Federman, Isaac.....	New York.....	New York.
Ferguson, George J. R.....	Brooklyn.....	Kings.
Fink, William, Jr.....	Tompkins.....	Delaware.

Names.	Town.	County.
Frayer, Frederick.....	Ashland.....	Greene.
Fried, Max.....	New York.....	New York.
Freidman, Samuel M.....	Brooklyn.....	Kings.
Freileweh, St. Clair A.....	Kingston....	Ulster.
Gaffney, James.....	Brooklyn.....	Kings.
Gaunt, Charles.....	New York.....	New York.
Gilmore, William.....	New York.....	New York.
Girsch, Frank.....	Woodlawn.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Gomez, Joaquin.....	Socorro.....	Rep. Columbia.
Goor, John.....	New York.....	New York.
Gompers, Solomon A.....	Brooklyn.....	Kings.
Gompers, George K. S.....	Brooklyn....	Kings.
Greenberger, Sidney.....	Brooklyn.....	Kings.
Greenlaw, William J.....	New York.....	New York.
Greenwald, Henry A.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hannon, Stephen.....	Kingston.....	Ulster.
Hartnett, Dennis.....	New York.....	New York.
Hatowsky, Louis.....	New York.....	New York.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Haischober, Abraham.....	New York.....	New York.
Heerdt, Herman.....	New York.....	New York.
Hefferman, William.....	Brooklyn.....	Kings.
Hogan, John.....	Albany.....	Albany.
Holmes, Henry.....	New York.....	New York.
Howard, Edmund.....	Brooklyn.....	Kings.
Holcombe, Hugo.....	New York.....	New York.
Holzheimer, Alfred.....	New York.....	New York.
Hynes, Joseph.....	New York.....	New York.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Hurson, Arthur L.....	New York.....	New York.
Isbell, Chester M.....	New York.....	New York.
Izquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Kaplowitz, Israel.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiser, John.....	New York.....	New York.
Kiernan, Peter J.....	New York.....	New York.

<b>Names.</b>	<b>Town.</b>	<b>County.</b>
King, Frederick G.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Kniffen, Herman L.....	Middletown.....	Orange.
Knipe, Alexander C.....	Newburgh.....	Orange.
Koenig, Carl.....	New York.....	New York.
Krekel, George.....	New York .....	New York.
Kreicheldorf, William.....	New York.....	New York.
Kuhn, William.....	New York .....	New York.
Konkel, William.....	New York.....	New York.
Krams, Harry.....	New York.....	New York.
Kirke, Robert.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lamprecht, William.....	New York.....	New York.
Landre, Herman.....	New York.....	New York.
Lane, Willard A.....	New York.....	New York.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lavery, Martin.....	Katonah.....	Westchester.
Lengyel, Paul.....	New York.....	New York.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lovitch, Jacob.....	New York.....	New York.
Lynch, William.....	New York.....	New York.
McDonald, George B.....	Brooklyn.....	Kings.
McEvoy, John J.....	Fishkill.....	Dutchess.
McFarlane, Robert.....	Brooklyn.....	Kings.
McVea, Robert.....	New York.....	New York.
Magerski, Eli.....	New York.....	New York.
Marks, Morris.....	New York.....	New York.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
Mendelsohn, Henry.....	New York.....	New York.
Mendez, Josias D.....	New York.....	New York.
Messerschmidt, John.....	New York.....	New York.
Meyer, David.....	New York.....	New York.
Meyers, James.....	Brooklyn.....	Kings.
Moeslein, Eugene.....	New York.....	New York.
Morrison, Matthew H., Jr.	New York.....	New York.

<b>Names.</b>	<b>Town.</b>	<b>County.</b>
Moran, William.....	New York.....	New York.
Muller, Charles.. ..	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Nickerson, Thomas H.....	Woodsburg.....	Queens.
Nimmo, Frederick M.....	Brooklyn.....	Kings.
Nuszek, Joseph.....	New York.....	New York.
O'Brien, John E.....	New York.....	New York.
O'Neil, John.....	Brooklyn.....	Kings.
O'Neil, Peter.....	Brooklyn.....	Kings.
Ogle, James.....	Newburgh.....	Orange.
Pape, Diedrich.....	New York.....	New York.
Paul, Andrew.....	Brooklyn.....	Kings.
Perry, Robert D.... .	Sault Ste Marie .....	Michigan.
Peterson, Herman A.....	Brooklyn.....	Kings.
Peterson, Peter H.....	Brooklyn.....	Kings.
Piggott, John C.....	Tarrytown.....	Westchester.
Picard, Francis.....	Albany.....	Albany.
Pickruhl, Charles B.....	Brooklyn.....	Kings.
Pightling, Charles J.....	Brooklyn.....	Kings.
Plapinger, Henry.....	New York.....	New York.
Plapinger, Herman.....	New York.....	New York.
Postlethwait, William D...	New York.....	New York.
Powell, Henry.....	New York.....	New York.
Prinsinzing, Henry .....	New York.....	New York.
Probst, Herman.... .	New York.....	New York.
Rappholdt, Edward.....	New York.....	New York.
Rainbird, Robert.... .	New York.....	New York.
Rich, Ellis.....	New York.....	New York.
Reautey, Louis.....	New York.....	New York.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Renner, William.....	New York.....	New York.
Resue, Wesley.....	Olive.....	Ulster.
Robinson, Stanley.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Ryan, Robert S.....	Westchester.....	Westchester.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Satow, Frederick.....	New York.....	New York.
Seelig, James J.....	New York.....	New York.
Sheinholtz, Herman.....	New York... ..	New York.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.

<b>Names.</b>	<b>Town.</b>	<b>County.</b>
Sigal, Beril.....	Brooklyn.....	Kings.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Benjamin.....	New York.....	New York.
Simeon, Nicholas.....	New York.....	New York.
Slinn, Edward.....	Ramapo.....	Rockland.
Smith, Burdette.....	Albany.....	Albany.
Smith, Edward.....	Hempstead.....	Sullivan.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamsville.....	Sullivan.
Smith, Samuel D.....	Brooklyn.....	Kings.
Solomon, Isra Leo.....	New York.....	New York.
Somel, Louis.....	New York.....	New York.
Sorenson, John.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Stearn, Alfred G.....	New York.....	New York.
Steinhauser, George.....	New York.....	New York.
Strachan, William.....	Hempstead.....	Queens.
Schwerskin, William.....	New York.....	New York.
Seigel, Charles.....	New York.....	New York.
Suk, Anton.....	New York.....	New York.
Sussmann, Jacob.....	New York.....	New York.
Tanzas, Anton.....	New York.....	New York.
Taylor, Walter B.....	New York.....	New York.
Thompson, James.....	New York.....	New York.
Toeh, Hymen.....	New York.....	New York.
Toburn, Thomas.....	Yonkers.....	Westchester.
Unger, Louis.....	New York.....	New York.
Utrazanka, Charles.....	New York.....	New York.
Ulloa, Antonio.....	New York.....	New York.
Van Alstyne, Robert.....	Ghent.....	Columbia.
Vernon, Christian E.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn.....	Kings.
Weinberg, Isaac.....	New York.....	New York.
Werr, Franklin H.....	Bloomington.....	Sullivan.
Willis, Henry.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Wink, Frederick.....	New York.....	New York.
Wood, Frank J.....	New York.....	New York.
Young, Howell O.....	Yonkers.....	Westchester.



<b>Names.</b>	<b>Town.</b>	<b>County.</b>
Zerovitch, Harry.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.
Zundt, Edward.....	Brooklyn.....	Kings.

**FEMALES.**

Anderson, Elizabeth M....	Brooklyn.....	Kings.
Baker, E. Clarabel.....	Brooklyn.....	Kings.
Bammann, Emma.....	New York.....	New York.
Barnet, Charlotte A.....	Brooklyn.....	Kings.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Syracuse.....	Onondaga.
Block, Bertha.....	New York.....	New York.
Bogatiska, Margaret.....	New York.....	New York.
Bolender, Jennie.....	Brooklyn.....	Kings.
Bopp, Katie.....	New York.....	New York.
Branfuhr, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brewer, Mary A.....	Mt. Vernon.....	Westchester.
Brewer, Eunice C.....	Mt. Vernon....	Westchester.
Bredemeyer, Katie.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bullis, Lillian.....	Kingston.....	Ulster.
Buss, Johanna.....	Middletown.....	Richmond.
Byron, Florence M.....	New York.....	New York.
Caddy, Emma F.....	Rondout.....	Ulster.
Cantine, Mary E.....	Kingston.....	Ulster.
Chaimowitz, Hannah.....	New York.....	New York.
Cohen, Eva.....	New York.....	New York.
Conley, Hannah.....	Olive.....	Ulster.
Clortie, Mary.....	New York.....	New York.
Collegan, Lena.....	New York.....	New York.
Daly, Josephine M.....	Brooklyn.....	Kings.
Day, Lura.....	Tompkins.....	Delaware.
DeRouville, Clara.....	Albany.....	Albany.
Ehrlich, Katie.....	New York.....	New York.
Elsworth, Mary L.....	New York.....	New York.
Faust, Lizzie.....	New York.....	New York.
Fennalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Finnell, Mable.....	New York.....	New York.

<b>Names.</b>	<b>Town.</b>	<b>County.</b>
Furman, Sarah.....	Syracuse.....	Onondaga.
Gabie, Florence.....	Yonkers.....	Westchester.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Goldstein, Leah.....	New York.....	New York.
Gray, Edith P.....	Barker.....	Broome.
Greene, Lucy A.....	New York.....	New York.
Hanchar, Annie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hemphill, Julia A.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hoenack, Elsa.....	New York.....	New York.
Hoffman, Mary.....	New York.....	New York.
Hopfer, Dora.....	Brooklyn.....	Kings.
Howard, Bessie.....	Delhi.....	Schoharie.
Hutschinreuter, Hetwich...	New York.....	New York.
Hutton, Nevada B.....	Brooklyn.....	Kings.
Jacobs, Lillie.....	New York.....	New York.
Jaycox, Martha.....	New York.....	New York.
Jerkofsky, Sarah.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaminsky, Goldie.....	New York.....	New York.
Kempf, Catherine.....	New York.....	New York.
Knorr, Eliza.....	New York.....	New York.
Koplick, Sadie.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kummer, Louisa.....	New York.....	New York.
Kurz, Josephine.....	New York.....	New York.
Kugler, Frida.....	Brooklyn.....	Kings.
Koplowitz, Sarah.....	New York.....	New York.
Larsson, Emma C.....	Stony Point.....	Rockland.
Levin, Minna.....	New York.....	New York.
Levy, Jane.....	New Lots.....	Kings.
Little, Antoinette.....	Newburgh.....	Orange.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McGirr, Kate.....	New York.....	New York.
Miller, Eunice.....	Gilboa.....	Schoharie.
Miller, Elise A.....	New York.....	New York.

Names.	Town.	County.
Moore, Anna A.....	Wappinger's Falls....	Dutchess.
Muller, Margaret A.....	New York.....	New York.
Norton, Elizabeth.....	Binghamton.....	Broome.
Ogle, Catharine.....	Newburgh.....	Orange.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Olin, Minnie E.....	New York.....	New York.
Patterson, Grace.....	Tarrytown.....	Westchester.
Pearce, Mabel C.....	Kingston.....	Jamaica, B. W. I.
Peter, Christina M.....	New York .....	New York.
Peck, Daisy L.....	Newtown.....	Queens.
Pickruhl, Emma.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Price, Nellie C.....	Brooklyn.....	Kings.
Quinn, Annie.....	New York.....	New York.
Rosenberg, Mali.....	New York.....	New York.
Rubieun, Golde.....	New York.....	New York.
Rubieun, Sarah.....	New York.....	New York.
Roodburg, Mary.....	New York.....	New York.
Russell, Agnes.....	Newburgh.....	Orange.
Schaechter, Jennie.....	New York.....	New York.
Schaefer, Catherine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Monroe.
Sadelsky, Dora.....	New York.....	New York.
Smith, Rosa.....	Ellenville.....	Ulster.
Spanton, Essie.....	Paterson.....	New Jersey.
Stingman, Annie.....	New York.....	New York.
Spahn, Bertha.....	New York.....	New York.
Spieles, Katie.....	New York.....	New York.
Tanzas, Mary.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Turner, Louise.....	Brooklyn.....	Kings.
Van Valkenburg, Carrie B.	Oswego.....	Oswego.
Waidler, Ann L.....	Long Island City.....	Queens.
Walker, Minnie L.....	New York.....	New York.
Wilson, Theresa.....	New York.....	New York.
Wolfersteig, Dorothy L...	East Kingston.....	Ulster.
Wood, Clara M.....	Goshen.....	Orange.

<b>Names.</b>	<b>Town.</b>	<b>County.</b>
Woolf, Addie.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zettel, Johanna.....	New York... ..	New York.

**RECAPITULATION.**

<b>From</b>	<b>Males.</b>	<b>Females.</b>	<b>Total.</b>
New York county.....	129	64	193
Kings county.....	48	17	65
Westchester county.....	9	6	15
Ulster county.....	6	6	12
Orange county.....	5	6	11
Albany county.....	5	2	7
Queens county.....	5	2	7
Dutchess county.....	3	2	5
Schoharie county.....	1	3	4
Delaware county.....	3	1	4
Rensselaer county.....	3	..	3
Sullivan county.....	3	..	3
Broome county.....	..	2	2
Onondaga county.....	..	2	2
Oswego county.....	1	1	2
Rockland county.....	1	1	2
Monroe county.....	..	1	1
Otsego county.....	1	..	1
Suffolk county.....	1	..	1
Steuben county.....	1	..	1
Greene county.....	1	..	1
Saratoga county.....	1	..	1
Cattaraugus county.....	1	..	1
Cortland county.....	1	..	1
Wayne county.....	1	..	1
Jamaica, B. W. I.....	..	1	1
Paterson, N. J.....	..	1	1
Sault Ste. Marie.....	1	..	1
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	231	118	349



CELEBRATION

OF THE

SEVENTY FIFTH ANNIVERSARY

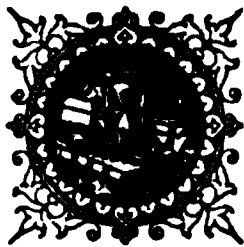
OF

THE FOUNDING OF

THE NEW YORK INSTITUTION

FOR THE

INSTRUCTION OF THE DEAF AND DUMB



MAY 16, 1893.









NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
CHAPEL IN MAIN BUILDING—40 x 60 x 80 feet.

**CELEBRATION OF THE SEVENTY-FIFTH ANNIVERSARY  
OF THE FOUNDING OF THE NEW YORK INSTITU-  
TION FOR THE INSTRUCTION OF THE DEAF AND  
DUMB.**

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On the afternoon of Tuesday, May 16, 1893, in connection with the annual meeting of the directors, life members and members of the institution, interesting exercises were held in celebration of the seventy-fifth anniversary of the opening of the school. On the occasion, though a steady downpour of rain prevailed throughout the day, the institution presented a cheerful warmth and generosity of hospitality to the large assemblage that had gathered to honor its natal day. In addition to the members and friends of the school, the honored guests included the head of the oldest school for the education of the deaf in America, the president of the only college for the deaf in existence—the one representing the parent school ; the other, with his brother, the pioneer and founder of deaf-mute instruction in America, Rev. Thomas Hopkins Gallaudet, LL.D.—and the president of the Association to Promote the Teaching of Speech to the Deaf.

At three o'clock, the hour set for the opening of the literary exercises in the chapel, Morris K. Jesup, Esq., the Second Vice-President of the institution, who presided on the occasion, introduced Rev. Thomas Gallaudet, D.D., chairman of the Committee on Instruction, who offered the following

**PRAYER.**

Almighty and most merciful Father, we ask for Thy blessing as we gather together this afternoon in the chapel of this institution. May all those who are to take part in these exercises be strengthened by Thee, and may this institution, in which we feel so deep an interest, be blessed now and evermore in the future.

We thank Thee that so many, in the seventy-five years which have passed, have been enlightened to hear of Thee, and to come to a knowledge of Thee and Thy revelation to us through Thy dear Son, although in Thy wisdom Thou hast seen fit to deprive them of hearing, and, in a great measure, of speech.

We thank Thee for all the institutions, in which so much is being

done to show forth the spirit of Him who came into the world on His great mission of love.

Again we commit ourselves and all dear to us here to Thy most gracious keeping, praying that Thou wilt be with us now and hereafter in our journey through life, and that when our work is done we may be received into those mansions which Thou hast prepared for those who are faithful unto the end.

Hear us, and accept and bless us now and forever, for the sake of Thy dear Son, in whose words we would close these our humble petitions : Our Father which art in heaven, hallowed be Thy name, Thy kingdom come, Thy will be done on earth as it is in heaven ; give us this day our daily bread and forgive us our debts as we forgive our debtors, and lead us not into temptation, but deliver us from evil ; for Thine is the kingdom and the power and the glory, forever. Amen.

MR. JESUP : There has been placed in my hands the programme of the services this afternoon, and I see that the first business in order is an introductory address. I presume that was meant for the chairman, but, as I hardly expected to be here, and as I am not a public speaker, I shall have to ask you to excuse me from fulfilling this part of the programme.

We all know that this is the seventy-fifth anniversary of this institution ; and those who take an interest in the deaf and dumb must know what this institution is, and what it has been in the past, and what it proposes to do in the future. Mr. Currier has placed in my hands a history of the New York Institution for the Instruction of the Deaf and Dumb. This is a brief statement of this institution from its incipency to the present time. It is full of information and full of thought. I have not had time to read it, but my own mind goes back to twenty-five, yes, to thirty years ago—when I first became connected with this institution, and I have never regretted that I cast in my lot here as one of the trustees. No one can look at these boys and girls and see the infirmity in which, through the providence of God, they have been placed, without their hearts going out with great affection and tenderness ; and I think it is in coming in contact with such an institution as this, and to know its meaning, that our own lives are made better, and that we are made wiser and happier.

If we want to be happy ourselves, all we have to do oftentimes is to contrast our condition with the condition of those around us who are not in as happy a state as we are ; and I often think when I hear people complaining of their sad condition and their lot, of a story that was told me not long ago by a very dear friend, who considered that he was very, very much afflicted, and, dwelling over his troubles, perhaps, thought that he was the most afflicted man in the





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
SPRINGE CLASSROOM IN MALE KINDERGARTEN—35 feet by 16 feet by 13 feet.

world. The next day a good woman came to see him, and asked him what was the matter, and he said he was so much troubled, so sorrowful, and that he had been so afflicted, and she, calling him by name, said: "Oh! if you had only been with me yesterday. I was away up in the top story of a tenement-house, and there I saw a poor woman who had been bed-ridden for thirty years, and as I went in the sun was shining in the window, and she had her hands up this way, doing this (illustrating), and I asked her what she was doing, and she said she was counting her mercies," and this good woman said to this friend, "Now, John, count your mercies." And, so it is, dear friends, I think, when we come in contact with the sorrows of life, as we do in an institution like this, it is impossible for any of us to be otherwise than happy that God has at least spared us from the afflictions which we see around us constantly.

The next number on the programme is the introduction of primary classes in drawing and the kindergarten.

Six of the youngest boys now ascended the platform, took places facing the large slates, and at once began illustrating "Sing a Song of Sixpence." One drew a scroll bearing the title of the subject, another the rye plant, another a pie from which protruded the heads of four and twenty blackbirds, another a safe full of money, another a table whereon was bread and honey, and the last a clothes-line upon which was perched a bird.

**PRINCIPAL CURRIER:** The object of this exercise is to show how we use our art department to draw out the ability of the little ones in the making of pictures illustrating the nursery rhymes of "Mother Goose," so that they not only learn the language but at the same time form the picture which the language calls for and put it upon the slates. While they are thus engaged, I will have the kindergarten children, the little children that came in one, two, and three months ago, just outline our methods of procedure in teaching the first step.

This form of instruction was begun February first, and this the youngest class in the kindergarten.

The class of primary children in drawing are illustrating "Sing a Song of Sixpence," which is probably familiar to most of you.

A class of kindergartners took their places at a table on the platform, and, under the direction of their teacher, began an exercise in folding papers.

**THE PRINCIPAL** (explaining the actions): The fold is made once (each of the scholars having before him a piece of square paper),

and the question is asked : What have you made? Book. And the word is spelled, and as far as possible spoken.

Folding again. Then the question comes : How many squares have you made by those folds? You thus get the arithmetic—1, 2, 3, 4. Now fold one corner. Now fold two corners ; now three corners ; now four corners. Now you may turn the paper one corner on the other side. The teacher asks : What have you made when folded in that form? That is a ship, and then they endeavor, if possible, after spelling the word, to speak it.

We will now exhibit one of the little games in which they indulge. It is one of the many kindergarten games, and is called "Birds Nesting."

One little bird will show us how to fly.

(All the members of the class, with the exception of three, follow the example of the first member of the class, and are grouped at the side of the stage.) That is the little nest—the home. (The teacher, with the remaining three members of the class, join hands and form a circle.) One bird comes into the nest (one of the members grouped on the side of the stage coming into the circle).

How many are over there? There are four left. One more little bird. How many are here (in the nest)? There are two. How many are there (on the side of the stage)? Three. Another little bird. How many have we here (in the circle)? Three. How many outside? Two. Another little bird. How many have we here (in the circle)? Four. How many outside? One. (Applause.)

MR. JESUP : I have now great pleasure in introducing to the audience Dr. Edward M. Gallaudet, President of the National College for the Deaf at Washington, D. C., who will speak to us on "The Education of the Deaf, its Past, its Present, and its Future." (Applause.)

DR. E. M. GALLAUDET : *Mr. President, Ladies and Gentlemen* :—I fancy that the topic on which I am announced to speak to you this afternoon may be misleading and perhaps a little alarming. It is misleading in this, that it suggests a thoroughness and an extensiveness of treatment which I do not contemplate, and alarming, because were I to do full justice to the subject I should detain you here many hours, instead of the thirty minutes which I have been requested to occupy.

So I will relieve your fears at once and say that it is only my purpose to touch upon a few points of interest which have to do with the history of the education of the deaf in the world, and to refer to some matters of moment concerning the present welfare of this very interesting class of persons, and then to offer a few suggestions the carrying out of which will, I believe, be helpful in the future.

Learned scholars began to consider the possibility of educating the

deaf, and to write about it, 350 years ago ; and during a period of two centuries continued to investigate and to write upon this subject without establishing schools for the general education of the deaf.

It would be interesting to you, if the time permitted, to describe these earlier writings. That, however, will be impossible to any considerable extent ; but I know it will be a matter of curiosity if I mention the names of some of the writers and the titles of some of their curious works ; and from this mention of titles some conclusions may be drawn, pertinent to suggestions which will be made later on.

Running back into the first century to which I have alluded, I find Latin, Italian, and Spanish titles of works with which I will not burden you. But coming down to the year 1644, this peculiar title appears among a list of works relating to the education of the deaf :

“Chirologia, or the natural language of the hand. Composed of the speaking motions, and discoursing gestures thereof. Whereunto is added Chironomia ; or the art of manual rhetoric, etc. Consisting of the natural expressions digested by art in the hand, as the chiefest instrument of eloquence, by historical manifesto's, exemplified out of the authentique registers of common life and civil conversation ; with types, or chyrograms ;—a long-wished-for illustration of this argument. By J. B. gent. Philochirosophus (John Bulwer), London, 1644.”

Two hundred and sixteen pages on this very interesting subject. This philochirosophus was one John Bulwer, who interested himself in the means of educating the deaf, and who, after publishing this work (which you see has to do with the movements of the hand and the manual instruction needed to develop the use of the language of gesture), publishes, two or three years later, a work which he calls :

“Philocophus, or the deafe and dumbe man's friend. Exhibiting the philosophical verity of that subtle art which may inable one with an observant eie to heare what any man speaks by the moving of his lips. Upon the same ground, with the advantage of an historical exemplification, apparently proving that a man born deafe and dumbe may be taught to heare the sound of words with his eie, and thence to speak with his tongue. By J. B., surnamed the Chirosopher.”

The title Philochirosophus seems not to suffice for the second work, but he takes a new name and calls himself the Chirosopher, and writes 227 pages on this interesting subject.

I call your attention, ladies and gentlemen, to the fact that at this very early day, among the first publications relating to the education of the deaf, the same learned scholar writes of the teaching of the deaf by the hand, and the teaching of the deaf by the mouth ; of the reading of the lips by the deaf with their eyes, and the conversation upon their fingers.



Running on through years I find, then, in 1694, some fifty years later a curious title :

“Mercury, or the secret and swift messenger. Showing how a man may, with privacy and speed, communicate his thoughts to a friend at any distance. By the Right Reverend father in God, John Wilkins, late Lord Bishop of Chester, London, 1694, pp. 186.”

And again in the same year :

“The talking deaf man, or a method proposed wherby he who is born deaf may learn to speak. By the studious invention and industry of John Conrad Amman. Imprinted at Amsterdam, 1692. And now done out of Latin into English, by Daniel Foot, M.D., London, 1694.”

And then one more title, a very little later, which suggest that in those early days there were those who believed in the miraculous interposition of divine power in behalf of those who were deaf and dumb.

“The Ecclesiastical History of the English Nation, from the coming of Julius Cæsar into the island in the sixtieth year before the incarnation of Christ to the year of our Lord, 731. Written in Latin by Venerable Bede, and now translated into English from Dr. Smith’s edition. To which it added the life of the author, showing how the Bishop John cured a dumb man by blessing him.”

This was published in 1723. I mention this merely to illustrate how, long before any schools for the deaf existed, learned and pious men devoted their thoughts and energies to the consideration of the problem of deaf-mute education, and left on record writings which have been, in later times, of great service in stimulating the more practical work of the later years.

Coming, then, down to a period of about 150 years ago, we reach the times of Heinicke, in Germany ; of Braidwood, in Scotland and England ; of De l’Epee, in France ; when schools for the deaf were established in these three countries, almost simultaneously, and when as was evident, and has been evident in the earlier writings of learned scholars, a difference of method began to appear. In Scotland and Germany it was a method depending very largely, and almost entirely, upon the teaching of the deaf by speech. In France, under De l’Epee, it was a method which depended mainly upon the use of the hands in gestures, in letters formed by the fingers, and in pantomimic movements of the hands and arms and body. Out of these efforts made for the establishment of schools, as many of you are aware, earnest controversies arose between the promoters of these different methods, each finding in his own method that, with the help of which the deaf might be lifted up into a position of enlightenment and intelligence, into positions of usefulness and self-support in the community ; and

each one of the supporters of these methods, therefore, urging, with great earnestness and sometimes with extreme zeal and even partisanship, that his method was to be preferred to every other. In those countries it is known to all those who are familiar with the progress of deaf-mute education that schools for the deaf continued, grew in numbers, and have been maintained to this day; and, also, that in our own country later on, there has been this same difference of opinion with regard to methods; in some quarters one method being urged, and in other quarters another method being urged. But all the time it is interesting to know that the great and good work of uplifting the deaf, by whatever method, has been going on.

Extended statistics would hardly be in order on an occasion like this. Those of you who are interested in the subject can easily, through the assistance of Professor Carrier, the able principal of the institution, secure information with regard to the actual progress in the number of schools for the deaf in the world. But to one who would go back over the past and review it, and take something with reference to the future out of the past, it is interesting to know that, during all these years, there has been this continued urging of methods on the one hand and on the other; and it is surprising that, in our own country, even at the very outset, there was a question of method—a very interesting question. And many of you are not unfamiliar with the fact that when the first schools were established in this country, one in 1817 (the first at Hartford), and then the next here in New York, that the policy of the early schools of this country was to make use of the manual method of instructing the deaf. It would be unnecessary and tedious to go into all the particulars that led to the adoption of that method, but briefly it may be said that the adoption of that method was, in part, providential. It was also, in part, because of the very wise conclusion of those who had to do with the establishment of the early schools that, where the course of education is limited to three or four or five years, as was the case in the early years, there can be no question as to the method that is to be preferred. Under those conditions the manual method is calculated to do the greatest amount of good to the greatest number. With that, they may be lifted up into spheres of usefulness; their education may be hastened forward with a rapidity that does not belong to the oral method. And in looking back over the history of our own country we may very justly regard with satisfaction the action of those who controlled the destinies of the earlier schools in America. We can not criticise them; for, though it was, in some respects, imperfect, it was the best attainable under the conditions wherein they labored.

But we reach a point in the progress of deaf-mute instruction in our

country which becomes of great interest. I refer to a period dating back more than twenty-five years ago, when, through the examination of several scholarly men who went abroad to Europe (of whom may be mentioned Horace Mann and Dr. Day, who were sent abroad by the authorities of this institution ; Mr. Weld, and the elder Dr. Peet, who also went abroad to examine schools for the deaf in Europe), there was then given a great interest in the public mind to the possible introduction of the teaching of speech to the deaf in this country. Horace Mann was very earnest in recommending the adoption of the German method. He was not himself a teacher of the deaf. Drs. Day and Peet and Mr. Weld made recommendations that something should be done on the lines of teaching speech to the deaf, but hesitated to recommend any radical changes in the course of instruction. A little later there arose an effort in this country, starting in Massachusetts and in New York at about the same time, looking to the adoption of the oral method, and interest was given to the subject of the oral teaching of the Deaf. Discussions were had before the Massachusetts Legislature, in which the Hon. Gardiner G. Hubbard, now of Washington, took a prominent part, and it was urged that schools for the deaf on the oral method of instruction should be established. And schools were established—one in Massachusetts and one in New York—in the year 1867. Just at that time, before either of these schools were fairly in operation, the authorities of the college at Washington sent a representative to Europe to examine the schools for the deaf there, and this representative made a report in which he recommended very earnestly that every deaf child in the country should be given an opportunity to learn to speak, and very soon after the publication of that report a conference of principals of schools for the deaf in this country, then twenty-two in number, was held at Washington, fourteen out of the twenty-two being represented ; and at this conference of principals the question of method was discussed, and resolutions were unanimously adopted urging and advising that all schools for the deaf in this country should adopt measures for giving instruction in speech to all their pupils who were capable of succeeding therein.

I refer to this event as one which undoubtedly gave a very strong and notable impetus to the progress of oral teaching in this country. At that period, twenty-five years ago, the authorities of the various States in this country had become so liberal in their action that pupils could be retained in the schools for the deaf for a sufficient period to make it quite possible to give instruction in speech to those who were capable of profiting thereby, without in any way interfering with the more important results of their general education. And so from that time on to the present there has been a steady growth of the instruc-

tion of oral teaching in this country. The results in the schools at Northampton, Mass., and in New York, were gratifying. The success of many of their pupils was marked, and officers of the established school who visited these new schools saw in that success a suggestion as to what ought to be done in all the schools of the country. So that, while in the older schools the important features of the manual method have been retained, their teachers have been added to, the oral teaching of the deaf has been promoted, and a number of schools on the oral plan have been established in this country.

Coming now to look at the present condition of deaf-mute instruction in this country, we learn from the January number of the *American Annals of the Deaf*, the official publication of the schools for the deaf in the country that the whole number of schools in the country is eighty-six, as compared with twenty-two twenty-five years ago. The number of pupils under instruction is 8,622, as compared with 2,000 twenty-five years ago; this increase not being accounted for by any proportionate increase of the deaf in the country, but by the great increase in the number of pupils secured. Of these eighty-six schools, I have great pleasure in saying that now only seven are limited to the manual method of instruction, and in these seven schools there are but seventy-two pupils. So it can be said—and these are schools in limited localities of the country—that practically there are no schools in the country to-day who hold purely to the manual method. I consider that to be a subject of great congratulation to all those who are interested in the education of the deaf in the country. There are of purely oral schools, where the sign language is not used nor the manual alphabet, twenty in number, and in these twenty there are 766 pupils. I shall refer a little later on to the fact that these are schools that hold to but one method. There is a single school which employs the manual alphabet method where the language of gestures is not used, but where the finger alphabet is used and where speech is taught to a large number of pupils. Then there is the fourth class of schools, which are reported under the head of schools carried on under the combined system, in which speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in some of the schools a part of the pupils are taught wholly by the oral method. Of the schools under the combined system there are fifty-eight out of the eighty-six, and the number of pupils in these schools is 7,820, and of these 3,228 were taught speech and speech-reading, and 908 were taught wholly by the oral method. This statement, I am sure, calls for great congratulation from all those who are

interested in the welfare of the deaf in the country—that in all these schools opportunities are given to all the children who can profit by instruction in speech to have such instruction ; that in many of these schools there are classes taught by speech where it is possible for such instruction to be given, and that the large proportion of nearly one-half of all the pupils in these schools under the combined system are taught speech.

But a point of very serious interest comes up in connection with the adjustment of methods that is now going on in this country. I said a moment ago that there were twenty schools where the oral method was used exclusively. Now, if in these schools there can be only pupils who are certain of succeeding under the oral method their course could not, perhaps, be seriously criticised, but it is true that a large proportion of the great class of the deaf are incapable of what can be called real success in speech. That fact is neither to be denied nor overlooked. There are those who, in their zeal of doing everything that can be done for every deaf-mute, shut their eyes to this fact ; they hope against it, and, with the best of motives, they are determined that all the deaf-mutes who come under their care shall be taught to speak, and shall be taught by speech ; but I venture, Mr. President and ladies and gentlemen, to speak from a somewhat extended experience and say that this hope is illusory. A very large number of those whom we find in schools for the deaf do not succeed in learning to speak, and for that statement I have an authority no less than that of the Hon. Gardiner G. Hubbard, to whom I alluded a few moments ago, who was for many years the president of the board of directors of the Clark Institution in Massachusetts, who in one of the annual reports of that institution, referring to those deaf-mutes who cannot be expected to succeed in speech, after mentioning the feeble-minded and those who have some impediment or difficulty with their vocal organs, says there are those “who with good mental ability can no more learn to speak than many hearing persons can learn to sing.” This statement, made by a high authority on the oral education of the deaf, gives full warrant for the assertion that no school which holds to a single method can claim to be able truly to educate all the deaf. The school that would assume to educate all the deaf in a given community, in a given locality, and do the best that can be done for all of them, is compelled, in the light of intelligence of these closing years of the nineteenth century, to take and use both the methods, the existence and the continuance of which I have briefly traced from the very beginning of the work of learned scholars in solving the problems of the education of the deaf down to the present time. Neither of these methods is new. It is a mistake to claim that either method is new. They are equally ancient, the oral is as old as the

manual ; the manual dating back with the oral. They have come down through the centuries side by side, and for many years there has been an unnecessary antagonism between these two methods which should no longer be allowed to exist among those who have the true interests of the deaf at heart. There is no necessary antagonism between them. There is an adaptation of these two methods possible and actual in many of the schools established to-day in our own country. And the importance of this adaptation of methods is becoming evident even in Germany, where the oral method had its cradle, and in which it has held undisputed sway for nearly a century and a half, and we find the evidence of this desire for improvement in the presentation to the German Emperor of petitions signed by many hundreds of deaf-mutes, who have been educated upon the oral method, asking that certain features of the manual method, including a use of the language of gestures, shall be introduced by law into the German schools for the education of the deaf. And we have the support of this plea also in the opinion of many instructors of the deaf who have been upholders of the oral method, but have been wise enough to see in their day and generation that it could not do all that was to be done for the deaf.

And I wish in this connection to call brief attention to the fact that the possession of speech by the deaf has under certain circumstances its disadvantages. That where it can succeed it is a boon of great value, it goes without saying ; it places its possessor in easy communication with those who hear and speak and those who can not use the natural language of the deaf. But there are not a few deaf persons who, being educated under the oral method, secure only a very imperfect power of speech, that often fails to make itself understood to strangers and even to friends ; that is trying, because it is not so understood ; that even tends to make those who come in contact with a person who speaks in this manner to shun that person ; and so a deaf person who speaks only with a certain low degree of intelligibility, may suffer an isolation growing out of that very fact, which is painful and oppressive. My experience has brought me in contact with deaf persons who are so situated, whose power of speech is so little, that its use repels others rather than attracts them, and they would certainly get on better in the world and be less isolated were they to give up the use of speech among strangers and resort to the use of the tablet or of the finger alphabet and having their friends learn the alphabet and use it with them. I speak of this because I think it is important to disabuse the mind of the public who think that any degree of speech power, however small, is a justification for the pursuit of the oral method. In my opinion it is not, and under many conditions there should be a careful elimination from the number of pupils in an oral school of those who



do not succeed in speech they having a greater advantage in being trained under the other method.

And so I should say in alluding to the schools for the deaf in this country that exist purely under the oral method, with the greatest regard for the devotion, the zeal, the intelligence and the earnestness of those who conduct them, that if they retain within their own walls deaf children whose success in speech is limited and low they are doing them a wrong. Those children ought to be taken out of their schools ; or better still the manual method should be adopted, and they should become schools under the combined system, when they would be qualified to retain and educate properly those who can not be trained orally with success.

I fear I am overstepping my time, and I will only add a very few words in reference to the future. I think we have before us a very bright future in the education of the deaf in this country. But before speaking of that I must obey the dictates of my own feeling and give you, Mr. President, and all the members of the association over which you preside, the officers, the instructors, the alumni and the teachers of this noble institution, my congratulations upon the record of seventy-five years, the completion of which is marked to-day. You have indeed a noble record in this institution, and I am proud to be permitted to join in the exercises of this day. I congratulate you on the success that has marked the years that are now past. Indeed, it gives me a feeling of venerableness, from which, perhaps, I might be justified in shrinking a little, when I reflect that in my own personal memory I cover two-thirds of the history of the institution, I mean to say of the memory of this institution ; for when I was a lad of six years my elder brother, who stands by my side here, became connected with this institution, and my first knowledge of it began then, and from that day to the present time I have been interested in its history and have enjoyed the privilege of personal association with many of the officers and members. I remember with great delight the elder—as I call him, because he lived so long ago—Dr. Peet, the father of your honored Principal Emeritus, whom, in my boyhood days, I looked up to with great admiration, and the memory of whose work in this institution will not fade with the years. And to say that I looked upon his son with equal admiration and respect, goes without saying. It has been my pleasure to be associated with him in many ways, on committees, and at meetings of the instructors of the deaf, where I have seen manifestations of his ability and of his devotion, which stamp his long life here as one of the greatest usefulness. And I have to remember that at our college at Washington there have come bright pupils from your institution here. We have done what we could to train them

there. Some of them have come back to you, and are to-day honored and useful teachers. I also remember that when last year we made our first effort in Washington to establish a normal class for the training of teachers for the deaf your institution honored us by selecting one of that class to become a teacher here, and your recently elected principal has done us the further honor to invite two others of our present normal class at Washington to come here next year. So I think I may be pardoned for saying that for personal reasons, as for many others, I have the right to join in the congratulations of this day and this hour.

But now to look for a moment at the future. I know that your institution is a live institution, that you are not prepared to sit down and wear supinely the laurels of the past. You are looking forward to the future, and every such celebration as that of to-day suggests the future. You have before you the opportunities for doing a great and good work for many of the deaf-mutes of this commonwealth, and I am sure that in common with the other progressive schools of this country you will allow none to surpass you in the skill and wise adaptation and combination of methods that shall conspire to secure the best results. Of that I feel convinced, and in the energy and intelligence of your principal, whom I have long known, I have an assurance that the future will sustain the reputation of the past of this institution. I remember hearing some few years ago a distinguished educator say that when an educational institution ceased to grow it began to die. Now growth is not merely a thing of numbers. This institution, by force of circumstances to which I need not refer, has not as many pupils in number as it had in the past, but that is no evidence of decline, and in the future the ambition of this institution need not be, I am sure, to expand itself merely in numbers. That will be a low ambition. But I believe that those who are interested in the welfare of this institution have an ambition that it shall grow in ways that do not necessarily demand the increase of numbers ; that it shall grow by the improvement of methods, by the addition of new appliances, and that you are alive to these things. I trust I may be pardoned and be acquitted from any imputation of wishing to interfere with the manner of conducting a sister institution, if I make here a suggestion which has come to me growing out of the relations which your institution sustains to ours in Washington. During the last two years four very bright young students have come to us from your institution to enter upon a collegiate course of instruction. They are pursuing that course with success, and they came to us with evident proofs that their preparation here for admission to the college was thorough and satisfactory, but they came to you, three of them, I think, from other schools in the



State of New York, in which the circumstances surrounding them in those schools did not conspire to prepare them completely for admission to the college at Washington. This incident has led me to think that it might be desirable for your institution to establish a department which may be the high school for the deaf of the State of New York. In the other schools in the State, as in the schools of the country, it is not always easy in the most advanced class of the corps of instructors to give that special preparation to bright students which is required for admission to the college at Washington. It is true that in the State of New York the number of deaf youth coming to the college at Washington, running back during a period of years, has been, in proportion to the number that ought to come, as compared with other portions of the country, small. New York has not derived the benefit that she should have derived from the bountiful provisions of the United States government for the higher education of the deaf at Washington. This has grown up from a variety of circumstances which I need not refer to in detail, partly from the fact that there are so many schools in New York, partly from the fact that there has been an inability on the part of the deaf youth—although the United States government gives them their board and tuition free—to come to Washington. But the suggestion I would make is that in the oldest institution in this State there might be formed a high school, as it were, for the instruction of the deaf of New York State. I beg to offer it as a suggestion for the future. The expenditure would not be great, for the pupils who would come to you would bring to your institution the pro rata which the State pays for their education and which they are entitled to receive from the State, and it would only be necessary for you to draw out of the funds of your association something in the way of an endowment for increasing the number of instructors to make this high school department a success. I feel sure that this would give you an opportunity of doing for the deaf-mutes of the State of New York something that would be for their lasting benefit.

Mr. President, I have overrun my time, but you must lay it to the earnestness of my interest in the occasion, my deep interest and my personal friendship in those connected with the institution, and to my general enthusiasm in the cause to which I have devoted many of the years of my life. I bid you God-speed for the future, and may those who come here to celebrate the seventy-fifth day from this—the one hundred and fiftieth anniversary of the foundation of the institution, note the progress made up to that time, and then say that they are going on still to grow, as I am sure they will during the seventy-five years that are to follow. (Applause.)

MR. JESUP: Let me ask you one question. What are your impres-

sions with reference to the proportion of the increase of deaf and dumb boys and girls in proportion to the increase in population ?

DR. GALLAUDET : My impression is that the proportion of the deaf in population is not increasing, and for the reason that those diseases which produce deafness are cared for more intelligently and more successfully than they were many years ago.

The hymn "Now the Day is Over," with organ and voice accompaniments, was rendered in signs by a choir of young girls, the time of the music being indicated to the choir by the motion of the lips of the principal :

Now the day is over,  
Night is drawing nigh,  
Shadows of the evening  
Steal across the sky.

Jesus, give the weary  
Calm and sweet repose ;  
With thy tenderest blessing  
May our eyelids close.

Grant to little children,  
Visions bright of thee,  
Guard the sailors tossing  
On the deep blue sea.

Comfort every sufferer,  
Watching late in pain ;  
Those who plan some evil,  
From their sin restrain.

Through the long night watches,  
May thine angels spread  
Their white wings above me,  
Watching round my bed.

When the morning wakens,  
Then may I arise,  
Pure and fresh and sinless,  
In thy holy eyes.

Glory to the Father,  
Glory to the Son,  
And to Thee, blest Spirit,  
Whilst all ages run.

THE PRINCIPAL : The advanced class of the art department will give us an illustration on the slates of the Fine Arts Building at the World's Fair in Chicago.

MR. JESUP : I take great pleasure in announcing that we have with

us this afternoon Doctor Alexander Graham Bell. (Applause.) Will Doctor Bell come up on the stage?

DR. BELL: *Mr. President, Ladies and Gentlemen* :—It is a great pleasure to be able to join with you to-day in congratulating this institution on the completion of seventy-five years of usefulness. Your principal has just asked me if I would introduce to your notice a little girl the world is hearing of just now, Miss Helen Keller. She has been my guest for a few days in Washington. Miss Keller lost her hearing and her sight when a babe of eighteen months of age, and of course was dumb. She has since been educated by means of the manual alphabet, and has finally succeeded in acquiring speech. The manual exhibit of this child and the acquirement by her of the possession of speech is very wonderful. I have no doubt her teacher, Miss Sullivan, would know much better than I do what she can do to illustrate to you the development in her case.

(Miss Keller, accompanied by her teacher, came upon the platform.)

MISS SULLIVAN (the teacher) :—I will tell her that the friends present would like to hear her say something.

MISS KELLER : I am very thankful to be with you to-day, dear friends. I have never had the same happiness before, and I have been especially interested in what my little deaf brothers and sisters are doing, for you see I am deaf myself, and I know some of the great difficulties which this institution has been trying for seventy-five years to overcome. But we know that difficulties are things be overcome, and I think we should rejoice in it; because in battling with them we gain patience and power. And I think, too, that that which we have to work hardest for we value most, so we can realize as others can not what a precious diamond language is. It is the wonderful magical key which unlocks the world we can not see. I remember how dark and still and gloomy my little life was until my teacher came and gave me this wonderful key, and since then my life has been brimfull of light and gladness. I also remember with joy and gratitude when I learned to speak. My dear mother had thought, with deep sorrow, that her little child's voice was lost forever, but, lo! love has found it and brought it home. (Prolonged applause.)

MR. JESUP : It affords me great pleasure to introduce now Dr. Job Williams, of Hartford, who will address us. (Applause.)

DR. WILLIAMS : *Mr. President, Ladies and Gentlemen* :—It gives me great pleasure to be here this afternoon, to rejoice with you on this anniversary, and to bring the congratulations of "Old Hartford," the mother of deaf-mute institutions in this country, to this her eldest

daughter. She has a warm place in her heart for each of her children and grandchildren. She follows them all with a lively interest ; their joys are her joys and their sorrows her sorrows. When this eldest daughter set up housekeeping for herself, she gave her Stansbury to manage the household ; and when she was in need of an efficient head, the mother was glad to furnish one in the person of Harvey P. Peet, that Nestor of deaf-mute education, who did so much to build up this institution, and for the cause of deaf-mute education in general. A little later she sent to you the scholarly F. A. P. Barnard, and that prince of sign-makers, David E. Bartlett, both very remarkable men, very different from each other, but linked together by a friendship like that of David and Jonathan, and that remained unbroken to the end of their long lives. Still later she gave you the philosophical Samuel Porter, the sole survivor of them all, still vigorous in mind, though past fourscore years, and Fisher A. Spofford, whose pantomime was inimitable.

Mr. Barnard was a man of great ability, and his writings had rare literary merit, even in those early days, as I propose to show, if you will bear with me while I read a few extracts from a letter to his friend, Bartlett, written in the leisure of vacation, when, we must suppose, he had time to devote to the improvement of his literary taste and style. Yet, if we examine carefully, I think we shall be able to discover a few indications of the influence of his profession on this product of his pen. This choice bit of literature, I feel sure, has never before been given to the public. Perhaps we might call it a rare find in modern archæology.

NEW YORK, August 29, 1836.

MY DEAR FELLOW :—I received to me a letter. You wrote a letter to me with a pencil. I was very pleasant to read a letter about gunning some wood-chucks and a partridge. I write a letter to you. To-morrow I give my letter to Mr. E. B. Peet Steward. Mr. E. B. Peet carries my letter to the city. Mr. E. B. Peet send my letter to the post-office in a stage. I received to you my letter. You are glad to read my letter. You show it to Mr. Brown. Mr. Brown reads my letter. He is laugh. I remember Mr. Brown. Mr. Brown taught his class in the institution for the instruction of the deaf and dumb. Mr. Brown was tired to teach his class enough. Mr. Brown was better the preaching to the missionary. Mr. Brown was resigned. Mr. Brown could the signs to the pupils in the chapel. Mr. Brown go. Mr. Taylor can not the signs to the pupils but some. I can understand Mr. Brown. He make signs. I can not understand Mr. Taylor very, but I can understand him. Mr. Taylor is better some the signs Mr. Lambert than Mr. Taylor most. Mr. Brown is sailing in a ship. He is preaching the people. The people have idols. They respect and bow the idols. Mr. Brown is asking the ignorants, "Can the idols hear?" The people can not the idols hear. They is shame. They cast the idols. Mr. Brown is glad because they cast the idols. Mr. Brown lectures the Bible. The people are never reading the Bible. They are strange to read it. They read it enough. They believe for the Bible. Mr. Brown

is writing a letter. He receives it to this country. Mr. Bartlett finds the letter with satisfy. He is reading about the people casted the idols. He publishes the people. They are spread. The people praise Mr. Brown sailed in a ship.

Forty pupils are married. They learned done very wise. They went away they worked each other the people. They were very rich enough. They ask the beautiful lady married them. She was very happy to would married them all. They had 1 1-2 children. I was very wonderful, because I have no the 1 1-2 children. They are more children than I. I shall work hard. I shall be rich 200 or three 100 dollars and 50 dollars. Also a cow. I shall tell the beautiful lady to be married. She will be married at all. I shall be the family. I shall husband the beautiful lady. I shall live in a house in a country. I shall have more the children than 1 1-2 children. I shall send the children. Mr. Peet will be very glad for the children. He will receive the children in the Institution for the Instruction of the Deaf and Dumb in the city of New York, James Milnor, president, H. P. Peet, secretary, Martha Dudley, matron. Mr. Bartlett will teach the children in his class. They will be very more wise.

You and Mr. Brown run through the woods. You gun the birds and squirrels. The birds fly in the air. The squirrels enter into the holes. You and Mr. Brown is sorry. There is one bird in the bag in the sunset. A bird is little. Large the birds far on the limb. You and Mr. Brown look the gun crooked. Little the bird near on a fence. You look the gun righteous with your eye feet six or three. The bird fall on the ground it is dead. A dog brings the bird into a bag. You proud yourselves with the bird. The bird is proved you can gun with righteousness. You carry the bird. You go home. Assiduously you pull a feather. The bird is naked. To-morrow you eat the bird breakfast little. In the meantime you proclaim the friends about the bird gunned skillful.

I write the grammar thinner than the grammar. I have written it. I shall have written it. It will have been written by me. I had written it last Thursday. He stereotyped it. His name is Mr. Redfield and Lindsay. He had stereotyped it some. He will stereotype it more continually till. He is not the fast stereotypes. He is the fast other than. Nevertheless he is not the fast worker as I am impatient. The grammar will have been done at all. It has the twenty pages. It shall have the eighteen pages. It shall have pages enough.

Your afflictionate friend.

As this is the only letter of Dr. Barnard's that I have ever seen, I cannot say whether or not all his correspondence in the busy hours of his future life was as felicitously expressed.

But my subject is "Old Hartford," and I cannot speak of her without claiming a great deal for her. The cause of deaf-mute education in this country owes a great deal to "Old Hartford." She has ever been looked upon as a leader, and, from the beginning, set a noble example. She selected for her corps of teachers thoroughly educated and able men, and so established a high standard for the profession. Witness the names of Lewis Weld, William W. Turner, Harvey P. Peet, Horatio N. Brinsmade, F. A. P. Barnard, David E. Bartlett, Collins Stone, Samuel Porter, and so on through the long list. This high standard for the teaching force, set at Hartford and followed elsewhere,

it was that raised the schools of the United States to the highest rank of schools for the deaf in the world. Another worthy example set by "Old Hartford" was the payment of generous salaries to its instructors. This enabled her to retain them for long periods of service. Teachers left her to assume principalships in other institutions, but many offers of such places were declined, men preferring to retain their places in Hartford. I do not know of any instance in which a teacher was drawn away from Hartford by the offer of better remuneration for a like grade of service, though some left her for other reasons.

"Old Hartford," in her early days, was a training school for teachers. Mr. Clerc was the fountain-head of the sign language and the French system of teaching. All received instruction from him. Hartford gave Stansbury to start the school out of which this school grew, and a dozen years later she gave Harvey P. Peet to bring it out of chaos, and build it up till it became the largest school in the world at that time, and one of the most noted. She lent Laurent Clerc, for seven months, to Philadelphia, to establish the system of instruction there on a right basis, and then gave them Lewis Weld for a principal. Abraham B. Hutton, so long at the head of the Philadelphia Institution, learned the sign language of Mr. Clerc. Mr. H. N. Hubbell, the principal of the Institution at Columbus, Ohio, and J. S. Browne, principal of the Indiana Institution, came to Hartford to learn the sign language and the system of instruction. So, also, did Ronald McDonald, who afterward opened a school at Quebec. To Hartford came John A. Jacobs, all the way from Kentucky, on horseback, that he might fit himself for the head of the Institution in that State. "Old Hartford" spared from her teaching force Joseph D. Tyler, that he might take charge of the Institution for the Deaf and Dumb at Staunton, Va. Collins Stone was called from Hartford to the superintendency of the Ohio Institution. Dr. E. M. Gallaudet, the president of the National College at Washington, grew up at Hartford and had his first experience in teaching there. Jonathan L. Noyes left Hartford to superintend the Institution at Faribault, Minn., and Edward C. Stone to the charge of the Wisconsin Institution. S. T. Walker went from Hartford to the head of the Kansas Institution. So, the influence spread.

It was the Rev. Thomas H. Gallaudet, the principal of the Hartford Institution, who first conceived the idea of holding religious services in the sign language for deaf-mutes, and from Hartford the custom spread all over the country and has been of inestimable benefit to thousands. No other means can so stir the emotions and move the heart as does that language. It has proved one of the greatest blessings that the deaf ever received.



Hardly had the school at Hartford got into operation before Mr. Gallaudet and his coadjutors saw that, to succeed in life, the deaf-mute needed training for the hand as well as for the head and heart, and at once the teaching of trades was begun. From that day to this, throughout the country, manual training has been as much a part of the deaf boy's education as the instruction and mental discipline of the school-room. As a consequence, pupils have gone forth from our institutions fitted to take their places in the world as self-supporting, independent citizens.

As to methods of instruction, "Old Hartford" is a very progressive, wisely conservative, manual oral school. She believes that children are sent to her to be educated, *i.e.*, to be developed mentally and morally, to be taught to think, and to reason, to have their minds stored with useful information, and to learn how to use the knowledge acquired. To accomplish this, she is ready to use any and every means—writing, manual spelling, speech, lip-reading, the sign language, actions, pictures, and anything else that will aid in reaching the end. She believes that an effort should be made to teach every deaf child speech and speech-reading, and that that effort should be abandoned only when it has become evident that it will be useless to continue it.

The mother institution is old, but by no means has lost her vigor. She never had a better corps of teachers than she has to-day. She never did better work than she is doing to-day.

This institution followed in the footsteps of the institution at Hartford. It adopted the same policy of securing able men for its teaching force. It can recall with pride the names of F. A. P. Barnard, after president of Columbia College; David E. Bartlett; Aaron L. Chapin, president of Beloit College; Andrew L. Stone, the eloquent and gifted preacher of Boston, and then of San Francisco; Samuel R. Brown; the Peet brothers; Rev. Thomas Gallaudet, who might be called bishop-at-large of the deaf-mutes of the United States; and a long list of other worthies. It adopted the same policy of uniting manual with mental training. It prospered and increased until its numbers were double those of Hartford, and it gained a commanding position among the institutions for the deaf. The names of Peet, father and son, are held in honor at home and abroad, and are inseparably connected with the cause of deaf-mute education. For more than sixty years by tongue and pen they pleaded eloquently the cause of the deaf.

This institution has set an excellent example to the rest of the country in generously providing for its principals, when from the infirmities of age they have found the duties of their office too heavy to

be borne longer. I congratulate it on this act of justice to its faithful servants.

I congratulate this institution on its past history and on its future prospects. I congratulate him, who after nearly half a century of honored service has been able to lay his burden down that he may enjoy a well-earned rest, and I congratulate him who, in his manly vigor, has so recently consented to take the burden of responsibility upon his shoulders. May abundant success attend his labors. (Applause.)

**MR. ROBBINS:** As representing the board of directors of this institution, it is my privilege to extend the hand of cordial welcome to all here assembled, and especially to the distinguished friends who have come—some from distant parts—to lend the inspiration of their presence; to entertain with reminiscence, and strengthen us by wise counsel and good wishes for a continuance of successful administration of this great trust.

Seventy-five years of history for review! Though old in years this venerable parent still pulsates with the blood of youth. Conservative, yet progressive, she takes no step backward, but seeks to grasp each new opportunity that may enable her to promote the welfare and increase the value as citizens of the youth who shall flock within her walls for instruction and depart from them to assume a place in the great world's struggle. I now take pleasure in introducing Dr. Peet, the emeritus principal.

**DR. PEET:** *Mr. President, Ladies and Gentlemen:*—On the 22d of May, 1817, the board of directors of this institution, which had been incorporated by act of the Legislature on the seventeenth of the preceding month, met for the first time, having in the chair, as president, the Hon. DeWitt Clinton, concerning whom it has been questioned whether his claim to distinction rests more upon his connection with the inauguration in this State, of one of the greatest philanthropic enterprises which it has fostered, or upon the inauguration of the Erie canal, that stupendous material undertaking which poured wealth into its coffers by making the city of New York the metropolis of the country.

Their first act was to appoint a committee to write to England for a teacher, under the supposition that the system introduced by Braidwood into that country would better meet the wants of a school on this side of the Atlantic than that which Rev. Thomas Hopkins Gallaudet had just introduced from France into the American Asylum for the Education of the Deaf and Dumb, at Hartford, Connecticut.

On the occurrence, a year from that time, of the annual meeting of



the members of the institution, a body corporate composed of individuals who had paid an annual sum of three dollars, or thirty dollars in one amount, a body which has continued from that time to this, Dr. Samuel L. Mitchell, a prominent physician in this city, distinguished as a philanthropist, a man to whom, more than to any other, is due the awakening of public interest in this city in the education of the deaf and dumb, was chosen president of the institution in the place of De Witt Clinton, who had been elected Governor of the State. Three days later, on the 20th of May, 1818, the directors installed as teacher, in a room in the old almshouse in the City Hall park, which had been placed at their disposal by the municipal authorities, the Rev. Abraham O. Stansbury, who had served a year in the school at Hartford as steward and family guardian, and who had, in that capacity, gained a knowledge of the first processes to be employed in the education of the deaf, a step rendered necessary by the failure to receive an answer to their original application to the Braidwoods which, when it subsequently came, was found to demand terms so exorbitant that it would have been impossible to accede to them.

Before him stood four intelligent deaf-mute children, gazing with rapt attention upon their benevolent-looking teacher, as he taught them to associate written names with the objects they represented. One of these, then a beautiful little girl of eight years, is here to-day, now an old lady in her eighty-fourth year, to celebrate with us, in her own person, the seventy-fifth anniversary of the opening of this institution, and I take great pleasure in introducing her to you as the only surviving connecting link between the past as it then was and the present as it is to-day. On the completion of her school term she was appointed a teacher, and continued to give instruction to her fellows in misfortune till she was married to Clinton Mitchell, a hearing gentleman who was a nephew of the president of the board, and had taught one year in the institution. (Their married life was one of unalloyed happiness, but when it was brought to a close by the death of her husband, she went to the west to live with her children ; and, afterward, became matron of the Illinois Institution for the Deaf and Dumb.)

In the year 1842 she was appointed assistant matron of this institution, and married Mr. Nathan Totten, a deaf-mute gentleman who was then a teacher here. With him she went to Jacksonville, Illinois, where he had secured a position as instructor in the State Institution. On his death she returned to this institution, and pursued for many years her old avocation as assistant matron. During the last four years she has been residing at the Gallaudet Home for Aged and Infirm Deaf-Mutes, a blessed institution, located on the Hudson River between New Hamburg and Poughkeepsie, where she is awaiting in peaceful antici-

pation the translation from rest on earth to rest in heaven. The Rev. Thomas Gallaudet will tell you of the church established by him for deaf-mutes, and of the Church Mission to Deaf-Mutes through which he was enabled to found this home.

As Miss Rose, Mrs. Totten knew personally the directors, the teachers and the pupils who were connected with the institution between the years 1818 and 1831. She was brought into familiar relations with the grand Dr. Mitchell, the president of the board, the large-hearted Mr. Stansbury, the first teacher; the intelligent Mr. Loofborrow, who succeeded him as principal; and the broad-minded Dr. Ackerly, who as secretary, physician and superintendent of the Institution, had, for the ten years that elapsed between 1821 and 1831, been its mainstay; representatives as they were of the initial period which secured to the institution legislative recognition and support, a new building and a lease of ten acres of land between Forty-eighth Street and Fiftieth Street, title to which was afterward obtained by purchase, and such education as was possible to 270 deaf-mutes.

To detail the events that have transpired in the remaining sixty-two years of the history of the institution, requires but an effort of memory amid scenes familiar to me. Seldom, if ever, has it been the lot of any man to pass so long a period in connection with a single institution of learning and benevolence. The nine successive presidents of the board of directors, from the sainted Milnor to the Hon. Enoch L. Fancher, the 117 other directors, the five superintendents of the domestic department, the 130 teachers, the ten physicians, the seven matrons, and the 3,100 different pupils, have all been individually known to me.

Among the teachers, beginning with the late Dr. F. A. P. Barnard, of Columbia College, six have, since leaving the Institution, been presidents of or professors in colleges and universities; fifteen, settled pastors of churches; five, physicians in regular practice; two, lawyers; and sixteen, principals of other Institutions.

In 1831 came a change in the policy of the Institution, which placed it at once in the front rank of Institutions of the kind. Every process theretofore had been tentative. The experience of the past had been ignored. The English system had been remotely imitated but not followed, and methods had come into use whose chief recommendation was that they were of native growth.

It was then that the course was pursued that should have been adopted at the outset. With the advent of Dr. Harvey P. Peet, who had for years been the associate of the elder Gallaudet at Hartford, the system of De l'Epee and Sicard, with the improvements which the American talent and experience had engrafted upon it, was introduced under the most favorable auspices. He brought with him, from

Hartford, Professors Bartlett and Barnard, and found here Professor Leon Vaisse, whom Rev. Dr. Milnor, Dr. Mitchell's immediate successor as president of the board, had induced to come from the Royal Institution of France. To these he added three gifted young men from Yale College, who entered upon their new work with enthusiasm, and devoted all their energies to the acquisition from their experienced associates of the theory and practice of what seemed to them a new departure in the way of philosophy and philology. To them it was not merely a labor of love for the unfortunate, but a most fascinating investigation in a field hitherto unexplored, and it may be said to-day that the interest attaching to the instruction of the deaf and dumb is not merely that which springs from sympathy with their condition, but also that which results from scientific processes properly applied.

A man of judgment and indefatigable energy, the new principal left nothing unattempted that would redound to the benefit and reputation of the Institution. He always kept it before the public eye, both in the city and at the capital. The teachers he employed had the making of men that would have been considered eminent in any profession. He prepared and published a course of instruction for the deaf and dumb, which has been used in all the Institutions in this country. He originated and futhered during his life a system of general conventions of teachers of the deaf and dumb, the first and last of which were held in this Institution, the one in 1850, and the other after an interval of forty years, in 1890, seventeen years after he had passed away. He constantly contributed himself, and urged his associates to contribute, articles for various periodicals, chiefly the *American Annals of the Deaf and Dumb*, supported by all the Institutions in the country, and in every way inspired enthusiasm in his associates as well as his pupils; and yet, withal, he was a man of quiet presence, combining seemingly opposite qualities in such a way as to bring to the Institution and to the cause everything that was needed for their advancement.

He made a tour of the State with a class of pupils, making the Institution known throughout its length and breadth. He gave frequent exhibitions before the Legislature, and under the authority of and in co-operation with the directors, secured laws extending from time to time the term of instruction, till it finally reached eight years. Through him, special legislation was secured for the establishment of the academical department of the Institution whereby selected pupils of promise were reappointed by the Superintendent of Public Instruction for an additional period of three years, to pursue a higher course of study.

The limitations to the number of pupils that might be supported by

the State were removed and free maintenance and instruction extended to all indigent deaf-mutes between the ages of six and twenty-five years, and finally, in 1863, a law was passed providing for the maintenance in the Institution of indigent deaf-mutes between the ages of six and twelve at the expense of the counties in which they respectively resided. He superintended two successive enlargements of the old buildings in Fiftieth Street, and was deeply interested in the sale, in the year 1852, of the property there acquired in the purchase of the present site on Washington Heights, then embracing  $37\frac{1}{2}$  acres, but since reduced by successive sales to twenty-three, and in the erection of the buildings we now occupy. The corner-stone was laid, with appropriate ceremonies, on the 22d of November, 1853, and the pupils were removed to the completed structure on the 4th of December, 1856. Under these circumstances, their number increased from eighty-five, when Dr. Peet became principal, to 439, when he retired.

The culminating scene in his career was at the semi-centennial celebration of the charter of the Institution at the close of the academic year, in June, 1867. He had delivered many public addresses in this and other States, but in none had he risen to a loftier height than when, on this occasion, he delivered an address in which he reviewed the inception and growth of the work in which he had been so largely instrumental.

His address was also a farewell, for he had tendered his resignation, and his son, who, in the capacity of teacher of the class of highest attainment, and of vice-principal of the Institution, had had the privilege of specially co-operating with him for fifteen years, and who now addresses you, had been elected his successor. For five years, as principal emeritus, Dr. Peet continued to reside on the premises and to give to the Institution the benefit of his aid and counsel till the 1st of January, 1873, when he entered into eternal rest.

The twenty-five years that have elapsed since he retired from active duty have not been uneventful. When, in 1870, the number of pupils reached the unprecedented point of 618, it was determined to separate the Institution into two departments, a home and a school, for the reason that if one man continued to manage both something must be neglected. Either the domestic and business management must become lax, or the school, which is the only *raison d'être* of the Institution, must be relegated to a position of inferior importance. It was, therefore, a great relief to the principal to be exempted from domestic and business cares, and to be permitted to devote his entire attention to the intellectual and moral welfare of those for whose soul growth, which includes that of both mind and heart, he was held responsible.

In the selection of superintendents of the home department, it seemed desirable to choose medical men, under whom, above all other considerations, the health of the pupils would be likely to be secured. The first superintendent, Dr. S. D. Brooks, who had gained distinction as superintendent of the New York Juvenile Asylum, remained three years. The second, Dr. William Porter, a man most lovable and efficient in every respect, ten years; the third, Dr. James C. Carson, who is now superintendent of the New York State School for Feeble-minded, one year; the fourth, Dr. George S. Knickerbocker, eminent in private practice, but hampered by conditions to which he was utterly unaccustomed, one year; and the fifth, Mr. Chauncey N. Brainerd, who, without professional experience, had, as steward of the Institution, shown himself a man of superior business capacity, seven years.

Exemption from domestic responsibilities enabled the principal to prepare and deliver many addresses on his specialty, to publish a textbook which in his opinion solves the question of the intuitive education of the congenitally deaf, to study and apply the true principle of teaching articulation and lip-reading to all the pupils instead of a selected few, and especially to discover the exact relation which the sign-language bears to the acquisition of verbal or written language. Hearing children acquire language through the ear. Whatever does not appeal to the brain through that organ is unintelligible to them. When they learn to read, they learn to perceive in a special form the sounds which convey intelligence to their minds. With the congenitally deaf, this is not so. Having no hearing, they must translate the written word, not into the spoken word, but into the sign or gesture word, the word which alone has significance to them. Signs are to the deaf as much the pronunciation of alphabetic language as are sounds to the hearing. If, therefore, connected language spelled with the manual alphabet or written on the blackboard, be on every occasion rendered into signs by the pupil, with such help from the teacher as may be necessary, there is no limit to his progress, and it has been found that pupils taught on this principle acquire the same facility in the use of words that hearing children do. The constant presence of the principal in the classrooms in succession had, moreover, the effect of greatly stimulating the zeal of both the teacher and the taught.

The addition of printing during this period to the other trades which for years had been taught in the institution proved a great boon to many of our gifted pupils, enabling them to obtain lucrative positions after leaving school.

Instruction in applied art under Madame Sarah E. Le Prince, and afterward under her daughter, Miss Gabrielle Marie Le Prince, added another resource to the happiness and success of our pupils, instruction

in the branches involved therein being given to all the pupils once a week and to a selected number three hours every day.

Great stimulus was also given to the culture of the pupils by extensive additions to the illustrative apparatus of the institution, including the stereopticon and many other philosophical devices, by a series of lectures on a great variety of subjects, by the encouragement given to the Literary Society, in which debates on many subjects developed their powers of reasoning, and to reading by additions to the library, and encouragement to use it.

Legislation most favorable to the institution was also secured during this period. The word "indigent," so far as the deaf were concerned, was stricken from the statute book; the lower age of admission was made five years, instead of six; the upper limit was removed, and thus the institution became a free school for all the deaf-mutes in the State over the age of five years.

The academical department was also strengthened by making the number eligible to re-selection, after they had completed the ordinary course of eight years, thirty-six instead of twelve.

Legislation in regard to the deaf in this State has not, however, been confined to this institution. Within the period of twenty-five years under consideration, six other institutions have been added to the two, the Catholic school in Buffalo and this institution, which received support from the State at its commencement. It is no wonder, then, that our numbers have fallen to nearly one-half of what they once were. But with this have come two incidental benefits. The number of 600 under instruction in this institution has been increased to 1,200 in the eight institutions, of which this is still the largest; and with a smaller school, it has again become possible to confer upon a single principal the management of both departments of the institution.

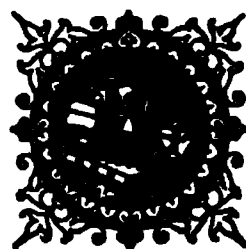
Upon my own retirement on the first of January last, and upon the retirement of Mr. Brainerd a short time afterward, the two departments were united under Professor E. H. Carrier, who for twenty-one years was one of my most valued associates. Under him, it is to be hoped that the institution will enjoy a degree of progress that will be marred by no step backward. (Applause).

In the course of his address Dr. Peet introduced to the audience, through the Principal, Mr. Carrier, Mrs. Mary E. Totten, a lady eighty-four years of age, who is the only person living that was a pupil in the institution seventy-five years ago.

The trial scene from "The Merchant of Venice," was then acted in costume, in the sign language, by pupils of the institution, the Principal translating *pari passu*.

The Rev. Dr. Thomas Gallaudet then pronounced the following benediction :

May the blessing of God Almighty, the Father, the Son, and the Holy Ghost, be with us forevermore. Amen.





## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the first Wednesday in September. Pupils will be received at *any time* when accompanied by the proper certificate of appointment.

III. No deduction will be made from the annual charge in consequence of absence on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health and education, must be addressed to the **Principal**.

The post-office address of the institution is Station M, New York.

VI. The selection of pupils over 12 years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children under 12 years may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over 12 years of age, selected and supported as State pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of Chapter 386, Laws of 1864.



There should be objection to the admission of any individual, the Board reserves to themselves or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness for medical attendance, medicine or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or copies preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, town, county, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom and with what result?
11. Have any attempts been made to communicate instruction? If so, what?
12. Is there any ability to articulate or read on the lips? How much?
13. Is he cleanly?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy or insanity?
17. Has he ever used ardent spirits, opium or tobacco?  
ever been vaccinated or had the small-pox?

19. Has he had the scarlet fever? Measles? Mumps? Whooping-cough?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?

21. Are there any other cases of deafness in the family, among relatives or ancestors? If so, name them.

22. What is the name of the father?

23. Where was he born?

24. What is the name of the mother (before marriage)?

25. Where was she born?

26. What is the name and post-office address of the correspondent?

27. What is the occupation of the father?

28. Have either of the parents died?

29. Has a second connection been formed by marriage?

30. Were the parents related before marriage—*e.g.*, cousins?

31. What are the names and ages of their children?

32. What has been the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?

33. Has he any special mark or peculiarity of appearance?

34. Color, color of eyes, stature, color of hair?

35. How long has the applicant lived in the State of New York?

36. How long in the county above named?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York?

38. How long in the county above named?

39. By whom is this information given?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## **LAWS AND BLANK FORMS**

### **RELATING TO THE ADMISSION OF PUPILS.**

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#### **CHAPTER 325, LAWS OF 1863.**

**As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled "An act relative to the care and education of deaf-mutes."**

*The People of the State of New York, represented in Senate and Assembly, do enact as follows :*

**SECTION 1.** Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution for the education of deaf-mutes.

**§ 2.** Any parent, guardian or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes. As to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been duly organized, and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent, shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor, properly authenticated by the principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10, ( As amended by chapter 213, entitled " An act to provide for the care and education of deaf-mutes.")

Passed, April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz. : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution in this State for the education of deaf-mutes, provided his or her application be approved by the Superintendent of Public Instruction. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall

be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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**EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."**

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils ; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident in the Counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York ; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, or guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

APPLICATION.

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of ....., } ss.:

.....of the town of.....in said county, hereby certifies that he is the.....of.....a deaf-mute child, residing in said town, and who was born on the.....day of.....18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to section ....., Chapter 325 of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, }  
County of ....., } ss.:

I have this day selected.....of the town of.....county of....., son [or daughter] of....., who was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of....., 18 , (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of section ....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

..... }  
..... of the town of  
..... }

Dated....., 18 .

APPLICATION.

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street, and Eleventh Avenue, New York City.

The undersigned, desiring to procure the admission of.....  
.....as a State pupil, in the Institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows :

State,.....County, .....Town or city.....

NOTE.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardians or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named,

sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said institution ?

Answer.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that.....  
is the parent, guardian or relative of applicant above named, and that  
the above statement signed by.....is true to the best of  
.....knowledge and belief.

Sworn to before me this..... }  
day of..... 18 . }

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

To the Hon.....  
Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant.....be  
appointed a pupil in the New York Institution for the Instruction of



the Deaf and Dumb at New York for the term of.....years,  
from... ..and that clothing be furnished  
by.....

.....  
*Principal.*

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### FORM OF BOND.

Know all men by these presents, that we.....of  
.....in the county of.....and State of  
....., and.....of.....in the  
county of.....and State of.....are held  
and firmly bound unto.....the treasurer of the New  
York Institution for the Instruction of the Deaf and Dumb, and his  
successor in office, in the sum of .....dollars, for  
which payment, well and truly to be made, we bind ourselves, our heirs,  
executors, and administrators, jointly and severally, firmly by these  
presents.

Sealed with our seals. Dated at.....this.....day  
of.....A.D.....

Whereas.....of.....in the county  
of.....and State of.....has  
been or is about to be admitted as a pupil in the Institution aforesaid:

Now, therefore, the condition of the obligation is such, that if the  
above named obligors shall well and truly pay, during the continuance  
of the said....., as such pupil, the sum of three  
hundred dollars per annum for.....board and tuition, semi-  
annually in advance, and shall also pay in advance the sum of fifty dol-  
lars a year for clothing, and shall also pay on demand all sums charged  
to the account of said.....for money or necessary articles  
furnished to said.....; and shall also pay interest on each bill  
from and after the time it shall become due, then this obligation to be  
void, otherwise to remain in full force and virtue.

Scaled and delivered in the presence of

.....[L. S.]  
.....[L. S.]

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### SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise about twenty-  
three acres, and are located upon the banks of the Hudson River, at  
Washington Heights, between One Hundred and Sixty-second and One

Hundred and Sixty-fifth Streets. The entrances to the grounds are at the junction of Amsterdam Avenue (formerly Tenth Avenue) and Kingsbridge Road, near One Hundred and Sixty-third Street, about nine miles from the City Hall.

The institution can be reached by all elevated railroads to Harlem, and thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue.

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### **PUBLIC MEETINGS.**

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

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### **FORM OF BEQUEST.**

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

VIII. Should objection exist to the admission of any individual, the Board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, town, county, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom and with what result?
11. Have any attempts been made to communicate instruction? If so, what?
12. Is there any ability to articulate or read on the lips? How much?
13. Is he cleanly?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy or insanity?
17. Has he ever used ardent spirits, opium or tobacco?
18. Has he ever been vaccinated or had the small-pox?

19. Has he had the scarlet fever? Measles? Mumps? Whooping-cough?
20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
21. Are there any other cases of deafness in the family, among relatives or ancestors? If so, name them.
22. What is the name of the father?
23. Where was he born?
24. What is the name of the mother (before marriage)?
25. Where was she born?
26. What is the name and post-office address of the correspondent?
27. What is the occupation of the father?
28. Have either of the parents died?
29. Has a second connection been formed by marriage?
30. Were the parents related before marriage—*e.g.*, cousins?
31. What are the names and ages of their children?
32. What has been the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
33. Has he any special mark or peculiarity of appearance?
34. Color, color of eyes, stature, color of hair?
35. How long has the applicant lived in the State of New York?
36. How long in the county above named?
37. How long have the parents, guardian, or nearest relative, lived in the State of New York?
38. How long in the county above named?
39. By whom is this information given?
40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

# LAWS AND BLANK FORMS

## RELATING TO THE ADMISSION OF PUPILS.

---

### CHAPTER 325, LAWS OF 1863.

As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled "An act relative to the care and education of deaf-mutes."

*The People of the State of New York, represented in Senate and Assembly, do enact as follows :*

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes. As to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been duly organized, and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent, shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor, properly authenticated by the principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10, ( As amended by chapter 213, entitled “ An act to provide for the care and education of deaf-mutes.”)

Passed, April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz. : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution in this State for the education of deaf-mutes, provided his or her application be approved by the Superintendent of Public Instruction. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall

be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils ; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident in the Counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York ; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, or guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

· APPLICATION.

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of ....., } ss.:

.....of the town of.....in said county, hereby certifies that he is the.....of.....a deaf-mute child, residing in said town, and who was born on the.....day of.....18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to section ....., Chapter 325 of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

.....

Dated.....18 .

CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, }  
County of ....., } ss.:

I have this day selected.....of the town of.....county of....., son [or daughter] of....., who was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of....., 18 , (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of section ....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

..... }  
..... of the town of  
..... }

Dated....., 18 .



APPLICATION.

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street, and Eleventh Avenue, New York City.

The undersigned, desiring to procure the admission of.....  
.....as a State pupil, in the Institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows :

State,.....County, .....Town or city.....

NOTE.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative, of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardians or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named,

sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said institution ?

Answer.....

.....  
State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

.....  
Dated at.....this.....day of.....18 ..

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that.....  
is the parent, guardian or relative of applicant above named, and that the above statement signed by.....is true to the best of  
.....knowledge and belief.

.....  
Sworn to before me this..... }  
day of..... 18 .. }

.....  
.....  
CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

To the HON.....

Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant.....be appointed a pupil in the New York Institution for the Instruction of

the Deaf and Dumb at New York for the term of.....years,  
 from... ..and that clothing be furnished  
 by.....

.....  
*Principal.*

---

### FORM OF BOND.

Know all men by these presents, that we.....of  
 .....in the county of.....and State of  
 ....., and.....of.....in the  
 county of.....and State of.....are held  
 and firmly bound unto.....the treasurer of the New  
 York Institution for the Instruction of the Deaf and Dumb, and his  
 successor in office, in the sum of .....dollars, for  
 which payment, well and truly to be made, we bind ourselves, our heirs,  
 executors, and administrators, jointly and severally, firmly by these  
 presents.

Sealed with our seals. Dated at.....this.....day  
 of.....A.D.....

Whereas.....of.....in the county  
 of.....and State of.....has  
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of the obligation is such, that if the  
 above named obligors shall well and truly pay, during the continuance  
 of the said....., as such pupil, the sum of three  
 hundred dollars per annum for.....board and tuition, semi-  
 annually in advance, and shall also pay in advance the sum of fifty dol-  
 lars a year for clothing, and shall also pay on demand all sums charged  
 to the account of said.....for money or necessary articles  
 furnished to said.....; and shall also pay interest on each bill,  
 from and after the time it shall become due, then this obligation to be  
 void, otherwise to remain in full force and virtue.

Sealed and delivered in the presence of

.....[L. s.]  
 .....[L. s.]

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### SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise about twenty-  
 three acres, and are located upon the banks of the Hudson River, at  
 Washington Heights, between One Hundred and Sixty-second and One

Hundred and Sixty-fifth Streets. The entrances to the grounds are at the junction of Amsterdam Avenue (formerly Tenth Avenue) and Kingsbridge Road, near One Hundred and Sixty-third Street, about nine miles from the City Hall.

The institution can be reached by all elevated railroads to Harlem, and thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue.

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### **PUBLIC MEETINGS.**

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

---

### **FORM OF BEQUEST.**

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

EPHRAIM HOLBROOK,	SETH GROSVENOR,
WILLIAM DENNISTOUN,	SIMON V. SICKLES,
ELIZABETH DEMILT,	THOMAS C. CHARDAVOYNE,
MADAME ELIZA JUMEL,	JAMES ANDERSON,
SARAH STAKE,	THOMAS FRIZZELL THOMPSON,
SARAH DEMILT,	THOMAS RILEY,
JOHN NOBLE,	JAMES N. COBB,
THOMAS EGGLESTON,	ELIZABETH GELSTON,
SAMUEL S. HOWLAND,	ROBERT C. GOODHUE,
THOMAS EDDY,	DANIEL MARLEY,
BENJ. F. WHEELWRIGHT,	ELIZA MOTT,
MARIA M. HOBBY,	SAMUEL WILLETTS,
BENJAMIN ABRAMS,	JAMES KELLY,
JOHN ALSTYNE,	LEONA L. BOLLES,
MARY ROGERS,	BENJAMIN F. BUTLER, SR.,
JULIA A. DELAPLAINE,	CHARLES W. COOPER,
MRS. JOHN F. NOBURY,	ELIZABETH FOGG,

GEORGE P. CLAPP.

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THE INSTITUTION FOR THE DEAF AND DUMB.



The entire edition of the Seventy-Sixth Annual Report published by the Institution was destroyed by the fire of April 8, 1895. The Board of Directors have, in consequence, ordered that said report be reprinted in connection with the Seventy-Seventh Annual Report of the Institution.

ENOCH HENRY CURRIER,  
*Principal.*



SEVENTY-SIXTH ANNUAL REPORT  
AND  
DOCUMENTS  
OF THE  
NEW YORK INSTITUTION  
FOR THE  
INSTRUCTION OF THE DEAF AND DUMB.  
FOR THE YEAR 1894.

TRANSMITTED TO THE LEGISLATURE JANUARY, 1895.

1895.

SEVENTY-SIXTH ANNUAL REPORT

OF THE

New York Institution for the Instruction of the Deaf  
and Dumb.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully submit to the Legislature of the State of New York their Seventy-Sixth Annual Report for the year ending September 20, 1894.

With this report are also submitted the separate reports of the Principal and other officers of the Institution, as shown in the table of contents.

There has been a net increase of 35 pupils during the past year, the whole number under instruction being 390.

The upper story of the school building has been effectively utilized by placing there a well-appointed gymnasium in which the girls, as well as the boys, separately, in distinct classes, receive careful training by an experienced teacher. Special development is given to the chest organs, thereby greatly assisting the oral instruction.

Several changes have been made in the staff of teachers and we now feel that we have a well-equipped force of 23 who are striving to use the various methods which can be brought together under one combined system in order to do the greatest good to the greatest number of deaf-mutes, so that whether our pupils become speakers and lip-readers or not, they shall be able to read and write the English language. Quite a number of our pupils have a little imperfect hearing. Careful attention is given to the strengthening of this sense which is so important in the cultivation of speech.

We call special attention again to our departments of manual training. Most interesting work has been done by the kindergarten classes at the Mansion House and the main building. The older girls have kept up a lively appreciation of the cooking school, while large numbers have had daily practice at several trades in our well-equipped shops. We greatly desire our pupils to be fitted for usefulness as men and women, after they leave the fostering care of our Institution.

From our Real Estate and Building Fund we have been able to complete

the annex to the Mansion House, at a cost of \$8,500, thus furnishing additional, much-needed school-rooms and a comfortable dormitory for our interesting company of 90 boys under 12 years of age. On One Hundred and Sixty-fifth street westward from the Trades Schools we have erected a substantial new building, containing the boilers and steam-heating apparatus in the lower story, the laundry next above, and the dormitory for the women who do the washing and ironing and other servants at the top. A deep tunnel makes a convenient connection with the main buildings, which are all now in complete order. The taking down of the old laundry and boiler-house will afford additional space for play-grounds and out-of-door exercise. This new building has been finished at the cost of about \$34,000.

We appreciate the kind consideration of the Legislature in giving our Institution a permanent charter, and return our thanks for the same. We should be benefited by an amendment to the existing law which would reduce the time required for parent or pupil to acquire residence within the State from three years to one year for the admission of State pupils.

We desire to co-operate with the Legislature of the State of New York in persistent efforts to make our Institution as perfect as possible in all its departments.

Since the close of our fiscal year, one of the most devoted and efficient members of our board, Mr. J. Hood Wright, has died. We shall greatly miss his encouraging words and influence.

Respectfully submitted,

ENOCH L. FANCHER,

*President.*

AVERY T. BROWN,

*Secretary pro tem.*

## Report of the Principal.

### *To the Board of Directors :*

GENTLEMEN.—I herewith present a report for the year ending September 30, 1894, the same being the Seventy-Sixth Annual Report of the Institution. As will be evidenced by a perusal of the various documents comprising this record of the year's work, great progress has been made not only in perfecting the material interests and equipment of the Institution, but also in the line of special educational features ; so that the claim of offering greater advantages to the deaf children than are possible in other schools for this class in the State can not rightly be questioned. The health of the household has continued remarkably good ; as reference to the report of the attending physician will indicate. But a single death has occurred within the year, this on September 21st, caused by a malignant form of diphtheria, contracted at home during the vacation. The pupil had returned to the Institution only two days before he was placed in the hospital, and, despite all the care and attention given, was unable to successfully cope with the dread disease.

For the seven years preceding we have not been called upon to report the death of a pupil, a record most surprising when we consider the large number of children of tender years, many of whom have marked constitutional weaknesses incident to the diseases which have deprived them of hearing.

### SUMMARY OF ATTENDANCE.

	Males.	Females.	Total.
Number connected with the Institution September 30, 1893..	225	102	327
Absentees dropped from the roll.....	5	1	6
Number connected October 1, 1893.....	220	101	321
Admitted during the year.....	39	30	69
Whole number for the year .....	259	131	390
Number who have been discharged during the year, account expiration of terms and death.....	26	8	34
Number connected September 30, 1894.....	233	123	356

Thus it will be seen that 390 pupils have been in attendance during the year, 259 being males and 131 females, supported as follows :

By the State of New York.....	228
By the counties.....	125
By the counties a part of the year and by the State the remainder thereof.....	31
By parents and guardians.....	4
By the Institution.....	2
	<hr/>
Total.....	390
	<hr/> <hr/>
The number of pupils connected with the Institution October 1, 1894, was.....	356
The number connected October 1, 1893, was.....	321
	<hr/>
Showing a net increase within the year of.....	35
	<hr/> <hr/>

#### THE SCHOOLS—EDUCATIONAL DEPARTMENT.

Several important changes and improvements have been made in this department of the Institution, which will tend to bring it gradually nearer to the ideal school.

The system of grading introduced at the beginning of the preceding year has been continued with a still closer approach to an equalization of the actual attainments of the pupils, and a very satisfactory advance in the general scholarship has already been noticed as a result of this mode of classification.

To grade all the pupils with exact reference to their varied abilities is hardly practicable in a school of this character ; an approximation is the best that can be hoped for. For this special purpose it has been found desirable to hold two general examinations within the school year—one in mid-winter and the other at the close of the academic year in June—and also to make changes in the classification as frequently as they may seem necessary for the improvement of the pupils.

The work of examination is, by direction of the committee of instruction, placed in the hands of committees of the teachers, and inflexible honesty is demanded of the pupils, so as to obtain a fair representation of the exact condition of the school ; and thus are the pupils incited to continuous personal effort throughout the year, instead of uncommon exertion and cramming at its close.

In the general government and discipline, reliance is especially placed upon kind reproof judiciously administered. In obstinate cases, the penalty inflicted is loss of privileges and of credits in the general stand-



ing. Offenses against propriety in the exercise of a privilege, are attended by a temporary or permanent deprivation of such privilege.

The classes having been graded with reference to the mental attainments of the pupils, the necessity of fitting a course of instruction to meet the requirements of the new arrangement was made imperative. As the result of careful study, a program including the complete curriculum was evolved, outlining for each class a particular amount for the year's work, and from this no deviation is permitted unless for very urgent reasons.

The principal object of all instruction is the acquisition of the English language, to the end that the pupil shall be able to express his own ideas and wishes in correct form and to comprehend those of others when addressed to him. To secure this, every known aid is used. The method and appliances are adapted to the individual needs as indicated, upon the principle that the advancement of the pupil is of greater consequence than the upholding of any single system. And yet due regard is had to the employment of long-tried aids which experiment and experience have proved to be of value.

Recognizing the wisdom of the policy which had the practice and sanction of the first great teacher in this Institution, special prominence has of late been given to the use of dactylology as a means of leading the pupils to a proper and ready use of the language of their country. This from of presentation is required in the class-rooms, in the dining-room, and as far as possible in the general conversation. And yet it can not be regarded as desirable to prevent the expression of a thought by means of a gesture or of pantomime, when the English vocabulary of the individual is insufficient for this purpose. Such gestures or signs are not, however, to be used to the exclusion of written, spelled, or spoken language, but rather shall give way to these forms when not retarding an easy interchange of thought.

Nothing has been left untried that could tend to develop the greatly-to-be-prized medium of communication—speech. Its acquisition must ever be regarded as an important factor in the sum of the accomplishments requisite in our pupils to enable them to most conveniently communicate with the world at large. During the year every pupil has, for a portion of the school day, received instruction in articulation and speech-reading, and there have been three classes in which oral or aural teaching has been employed to the exclusion of other methods. The basis of instruction in articulation and lip-reading has been the Bell system of phonetic symbols, constituting an alphabet, the successful mastery of which will, I believe, enable a deaf person not only to pronounce audibly what he can write, but also to recognize from the motions of the lips whatever is addressed to him in spoken form.

Twelve of the teachers, during the academic year, have devoted their





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

time to the development of the pupils in this direction and, as the result of their labors, an increased ability of the pupils to receive communications when spoken, has been secured. Clearness of enunciation, so that the non-expert can readily understand what is uttered, is the goal we are striving to attain, and while this has not yet been possible for all, no blame for the failure of the individuals can be laid upon the Institution or upon the methods employed, since most careful systematic effort is made to include all, and in every case of failure in speech and speech-reading there has been the ability to communicate by means of writing and spelling.

Special classes in aural development have been conducted with considerable success, and the number of pupils who have received benefit by the training of the ear, where a remnant of hearing remained, is very encouraging. In several cases it has been found possible to use speech alone without instrumental aids, the degree of hearing admitting of this means of communication at all times. It has always been the policy of this Institution to experiment with any and all contrivances which would seem to be likely to afford a modicum of success in attaining this end, and special attention has been given to testing the hearing of the pupils, so that where there are traces of susceptibility to sound, by systematic training the dormant hearing may be awakened to interpret speech sounds.

With the great majority of the deaf no hope of ultimate restoration to hearing can be expected, but there is a percentage that may receive benefit from patient instruction through instrumental assistance, and to such pupils every opportunity to profit by this course of training should be given.

The most useful aid has been found to be the duplex conical tube devised by the present Principal of this Institution, and which is in very general use, not only in institutions for the deaf in the United States, but also in foreign lands.

A most important step in a progressive course to secure the highest results in the teaching of speech, and also at the same time to remedy defective strength and lack of symmetrical muscular development, has been taken by the directors, within the year included in this report, by the establishing of a gymnasium, thus placing this Institution—the oldest established school for oral teaching in this country—foremost in providing a complete equipment for the foundation work necessary to enable the deaf to properly use their vocal organs. The plans for this branch of the Institution work were perfected in November, 1893, and early in January of the succeeding year, an appropriation was made from the private funds of the Institution for the purpose. By the end of February the apparatus was placed on the extensive and airy upper floor of the academic building, covering a space of 150 feet by 55 feet by 14 feet, but the selection of a competent teacher was not made until April 1st, when Mr. Trevanion G.

Cook, who had had extended experience as physical director of the gymnasium of the Washington Heights Y. M. C. A., was appointed and at once entered upon his duties.

Complete physical measurements and examination of the pupils indicated the proper line of treatment, and all have been required to regularly present themselves for exercise. The training already given promises great and permanent good, and thus completes, in this Institution, the requirements of a high-grade school.

With regard to speech, it is generally recognized that "breath is the chief source of power," and, as a corollary, the best results in teaching speech follow where the pupils have the ability to properly inflate the lungs, and to modulate the voice controlled by the organs of respiration. It thus becomes an essential to speech-teaching that these controlling muscles be fully developed and the breath be correctly used in producing tones. But even to most hearing children this knowledge of correct breathing and of utilizing the breath is wholly wanting, and it is, therefore, no great surprise that deaf children breathe improperly.

To meet these deficiencies in breathing, a steady course of light work, calisthenics, and breathing exercises, has been employed in the hours set aside for the gymnasium, to which classes rotate in the regular school-room grades, and as a part of the school-room work. The outcome of this system, it is confidently expected, without permitting ourselves to be carried away by vain hopes, or expecting results beyond human possibilities, will be that this additional training will do much to improve the instruction of speech in the school, and produce more satisfactory articulation than can be obtained where the strengthening of the lung power has been neglected. Aside from the strict educational aspect of the subject, humane considerations call for the proper development of the lung power of the deaf. If, as has been asserted, and in the course of investigation I have found that the claim has been very extensively made, the deaf are prone to weakness in this respect, it is clearly our duty to lessen, if we cannot wholly overcome, the predisposition. Nor should the effort be confined to irregular or spasmodic drills, but it should rather become a part of the daily and systematic instruction which the child receives in the school. Through such arrangement for the care of the respiratory movements in our children, both the health and educational possibilities are increased, and we fulfill our obligations to them in sending forth from the Institution graduates possessed of the mental, moral, and physical qualities conducive to perfect manhood and womanhood.

To carry out the work of the educational department as herein outlined, the Principal has the assistance of a thoroughly trained staff of teachers, now numbering 23. Two of the staff, Mr. C. Q. Mann and Miss Emily G. Hicks, retired at the close of the academic year in June. To supply





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
GYMNASIUM—150 X 55 feet —B.

their places and to provide for the increase in the number of pupils under instruction, the following appointments have been made: Mr. Trevanion G. Cook, physical director; Miss Mary E. Unkart, kindergartner; Miss Helen B. Andrews, a graduate of the Northampton Training Class for articulation teachers; Miss Harriet C. Hall and Miss Bessie L. Nixon, experienced teachers of articulation, from the Rhode Island School for the Deaf; and Miss Lucy M. Clark, of Hartford, whose father is one of the oldest and best-known teachers of articulation in this country. All have undertaken work in their new sphere of action with an earnestness and enthusiasm that insure successful results. Five of the teachers are graduates of the Institution, and their recognized ability as educators fully attests the value of our system of instruction to properly develop all the recognized classes of the deaf, since one is a congenital mute, one semi-deaf, and three are semi-mutes.

#### THE SCHOOLS—INDUSTRIAL DEPARTMENT.

The value of handicraft has long been recognized by the directors of this Institution, and a separate building, suitably arranged, has been provided for the practical teaching of such industries as are not hazardous for the deaf to pursue. Fourteen skilled masters, who have had long experience among the deaf, are in charge, and graded instruction has been given to all the pupils who are physically able to undertake the work. The average time given to these branches is two and a half hours daily. In the special mention of the various trade schools which follows, money value of production is, in some instances, noted, but as the object of these industries is education, not manufacture, the question of profit or loss should not be used as determining their relative value to the pupils.

#### PRINTING.

Edwin A. Hodgson, M.A., in charge; Anthony Capelli, assistant.  
Number of boys employed, 29, from 13 to 20 years of age.

Value of work done for the Institution.....	\$1,032 90
Custom work.....	629 95

With the work on a 4-page, 28-column newspaper as a basis for general instruction, the pupil apprentices in the printing-office have, during the year, printed 2,000 80-page duodecimo books of selected hymns and patriotic songs; 3,500 annual reports (128 pp., with photo-engraved illustrations); 150 copies of by-laws of directors (8 vo., 50 pp., with side-notes); all the printing for the Institution—order books, permit books, blank forms for tabular work, letter-heads, bill-heads, etc., etc.—and also a variety of commercial job work for outside parties. All this forms a



broad practical training in the different departments of printing that is of incalculable advantage to them.

#### SHOEMAKING.

John Lechthaler in charge. Number of boys employed, 23, from 13 to 24 years of age.

Number of pairs of shoes made.....	439
Number of pairs of shoes repaired.....	979

#### CARPENTERING AND CABINET-MAKING.

Edward Clearwater in charge. Number of boys employed, 47, from 13 to 20 years of age.

Value of work done for the Institution in repairing and improvements (less cost of materials).....	\$2,067 50
Custom work (cash received for chair caning).....	68 20

#### TAILORING.

Charles Englehardt in charge ; Hattie E. De Golia, assistant. Number of boys employed, 21 ; girls, 4 ; total 25, from 14 to 20 years of age.

Number of coats and jackets made.....	136
Number of pants.....	353
Number of vests.....	111
Number of aprons for waiters.....	54
Number of aprons for shops.....	94
Number of overalls.....	5
Number of bedticks.....	63
Number of pillows.....	15

#### GARDENING.

Albert Metzger in charge. Number of boys employed, 2.

Value of produce furnished the Institution.....	\$2,470 50
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#### COOKING.

Mrs. Julia P. Hotchkin in charge. Number of girls employed, 30, from 12 to 22 years of age.

The practical character of the lessons in this important branch of instruction is best shown by the synopsis of the course of the year, which is given below :

Making and keeping of fire in range. Boiling of water.

Potatoes : Boiled, baked, mashed, creamed, baked and the contents removed and seasoned, potato cakes, and potato salad.

Oatmeal : Boiled and steamed.

Corn-meal mush : Fried when cold.

Hominy : Boiled and fried.

Farina : Boiled.

Gruels : Oatmeal, farina and water gruel, milk porridge.

Rice : Boiled, steamed, and plain rice pudding.

Corn-starch ; macaroni with cheese.

Bread, biscuit, rolls.

Wheat muffins, without eggs.

Corn-meal muffins, corn-bread, corn-meal griddle cakes, wheat griddle cakes, buckwheat cakes, and popovers.

Beef tea and Scotch broth.

Brown stew and lamb stew.

Beefsteak, broiled and pan-broiled.

Soup stock, vegetable soup made from stock.

Tomato soup, rice soup, cream tomato or mock bisque soup, and cream potato soup.

Beef roasted in the oven and pot-roast of beef, corned beef.

Eggs : Boiled, poached, scrambled, and shirred, Beauregard eggs, and devilled eggs.

Codfish balls and creamed codfish.

Plain cake ; boiled and baked custard.

Coffee, tea, and chocolate.

Each pupil has not only passed a satisfactory examination, but has, without assistance, prepared the food list indicated in the preceding outline.

#### TYPEWRITING.

Miss Ida Montgomery in charge. Number of girls employed; 2.

#### INDUSTRIAL ART.

Miss Gabriella M. Le Prince in charge. Number of boys employed, 13 ; girls, 4 ; total, 17, from 12 to 23 years of age.

This number indicates those pupils who have, in the regular classes in free-hand drawing, shown such marked ability for art work as to warrant their selection for special training to fit them for undertaking certain branches of art artisanship after they leave the Institution.

#### DRESSMAKING.

Miss Maud M. Griggs in charge. Number of girls employed, 14.

#### SHIRT-MAKING.

Miss Marie Webendorfer in charge. Number of girls employed, 12.

PLAIN SEWING.

Miss Sophie Kleinhaus in charge. Number of girls employed, 42.

Number of pieces of work completed during the year, 5,683, comprising the following :

Sunday dresses.....	101
School dresses.....	200
Day shirts.....	123
Night shirts.....	203
Night drawers.....	276
Shirt waists.....	252
Chemises.....	19
Night dresses.....	102
Flannel skirts.....	27
Balmoral skirts.....	74
Drawers.....	104
Underwaists.....	47
Aprons.....	333
Sheets.....	409
Pillow-cases.....	461
Towels.....	2,149
Tablecloths.....	187
Napkins.....	85

BAKING.

Thomas Beatty in charge. Number of boys employed, 2.

RECAPITULATION OF INDUSTRIES.

	Males.	Females.	Total.
Art.....	13	4	17
Baking.....	2	....	2
Carpentry.....	47	....	47
Cooking.....	....	30	30
Dressmaking.....	....	14	14
Gardening.....	2	....	2
Plain Sewing.....	....	42	42
Printing.....	29	....	29
Shoemaking.....	23	....	23
Shirtmaking.....	....	12	12
Tailoring.....	21	4	25
Typewriting.....	....	2	2
Total.....	137	108	245

The older girls have also assisted in various ways in the household duties, and have done their own ironing, so that all will be fitted for domestic duties when they have completed their terms in the Institution.

The boys in the main building who are too young to undertake work in the trade-schools have been regularly employed in raking and sweeping the grounds, but not to an extent to prevent ample time for recreation. The children in the kindergarten departments have not been required to engage in other than class-room duties, their day being subdivided into short alternating periods of school and play.

Thus has been indicated the system of instruction pursued in the Institution. Broadly "eclectic," holding fast to everything that has, by careful investigation and experiment, been proven useful and beneficial, unhesitatingly rejecting anything that, attractive or popular in theory, has been shown to be impractical or prejudicial to the highest advancement of all classes and conditions of the deaf, the New York Institution, during the seventy-six years that have elapsed since its organization, by its graduates, has established beyond all question its great value to the State as an educational factor, in adding strength to the population, by sending forth young men and women thoroughly fitted for the duties of life—and continues to offer to all deaf children the highest possible opportunities for securing an education in the most comprehensive sense of the term.

#### THE HOUSEHOLD.

Under the general oversight and direction of the principal, the details of this department are cared for by a steward, an assistant steward, a visiting physician, a dentist, a matron, assistant matrons, a housekeeper, a clerk, a nurse, and male and female supervisors, for both day and night service, who have, without exception, shown an earnestness of purpose and an effectiveness of action that have secured to the Institution all the attractiveness of a home. Every possible effort has been made to give to the children healthful living, and nothing has been left undone to afford them all the comforts and surroundings conducive to refinement of thought and action, that are necessary to produce a desire for the careful observance of the proprieties of life that are incident to the refined and Christian man and woman. Social gatherings, in which both teachers and officers take part and conduct the festivities, have been frequent, affording practice in the usages of social intercourse, and also rendering symmetrical and practical the education of the pupil in manners.

#### FINANCIAL.

The house-account expenditures for the year were \$97,982.05. The current receipts for same period were \$97,903.28, leaving a deficit of \$78.77, which amount has been borrowed from the Real-Estate Fund.

The collections of drafts and warrants from the several counties were \$7,948.64 less than those of the preceding year.

The bills for board and tuition fees of State pupils have been rendered and collected by the Treasurer.

The collections of drafts and warrants from the several counties of the State for the tuition and support of county pupils and for the clothing of State pupils, made by the Principal, have been at once forwarded to the treasurer. All sums due from private individuals or for work done in the trade schools have been transferred to the treasury of the Institution monthly.

As required by law, detailed quarterly statements of expenditures and receipts, accompanied by proper vouchers, have been regularly forwarded to the State Comptroller at Albany.

#### NEW BUILDINGS.

The completion and opening of the Mansion House annex, on the 8th of November last, has provided ample accommodation for the male kindergarten. It was the original intention of the directors to erect a frame addition, but this having been found impracticable, a brick building was decided upon. The corner-stone was laid by the Principal, with appropriate ceremonies, in the presence of teachers, officers, and pupils. It enclosed a sealed tin box, in which were deposited: The Seventy-Fourth Annual Report of the Institution, the Proceedings of the Twelfth Convention of the American Instructors of the Deaf, a history of the Institution as prepared for the Columbian Exposition, a catalogue of the Institution library; the *American Annals of the Deaf* for January and April, 1893; *Deaf-Mutes' Journal*, issue of December 29, 1892, and February 16, 1893; selection of hymns used at the Institution, Institution circular; invitations to the Seventy-Fifth Annual Meeting and the Seventy-Fifth Commencement, with program for the same; blank legal forms for admission of pupils; photograph of educational staff, 1893; collection of Columbian stamps; names of architect, mason, and builder; and New York daily papers of August 16, 1893.

The building is two stories in height, 80 x 36, situated to the north of the group of buildings, and painted in harmony with them.

On the first floor are five class-rooms, each 25 x 16 and 12 feet high, designed with particular attention to light and ventilation. Each class-room has its special subject, kindergartening, speech, aural development, and manual instruction. All the rooms are furnished in conformity with the needs of little children. The class-rooms open upon a wide corridor, which gives access to the corridor leading to the old building, and also to the staircase to the upper floor. This is utilized as a dormitory for seventy little boys under ten years of age, and has, in addition, a large toilet room



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE POWER HOUSE—92 X 36 feet.



with all modern improvements, and apartments for the attendant supervisor. The main room is lighted by twenty windows looking out upon the Institution garden. In place of an ordinary door the dormitory is entered through a high bronzed-wire screen, to which, at the staircase, is fitted a wide gate of the same material. This affords extra protection to the little ones, and at the same time permits rapid egress in case of danger. The total cost of the building was about \$8,500, not a single dollar of which was taken from public funds.

On the same day that the opening of this beautiful addition occurred, it was decided by the directors that a new building for laundry, servants' dormitory, and power purposes, had become necessary to replace the dilapidated frame building that had for twenty-six years been used for this department of the Institution, and on November 13th ground was broken therefor on the line of One Hundred and Sixty-fifth Street, just west of the Trades School building.

The new building as planned was to be 92 feet 6 inches by 36 feet 6 inches, of brick, with stone basement, and two stories, and connected with the main group of buildings by a tunnel 280 feet long, 7 1-2 feet high, and 7 feet wide, making a convenient passageway through which all clothes are taken to and from the laundry, and, at the same time, affording thorough protection to steam, water, and gas pipes. The ground floor is used for the boiler and engine-room, the first floor for laundry purposes, and the second floor for a servants' dormitory, with apartments for the assistant matron in charge of the laundry. The equipment is modern, and thus secures the greatest economy in time and money expenditure. The total cost of this most substantial building and machinery was about \$34,000, and it was occupied early in September.

#### REPAIRS AND IMPROVEMENTS.

During the vacation a large amount of work authorized by the directors, to modernize as far as possible the residential buildings which were erected almost forty years ago was completed, and as a result this Institution presents an attractiveness equal, if not superior, to that of any in the State.

The following outline will fully explain the character of the repairs :

#### PAINTING.

Walls and ceilings of main halls ; rotunda, teachers' hall ; north and south wing halls ; parlor ; library ; the hospital, comprising five wards, two bathrooms, and connecting halls ; rooms 13 and 26, and the floors of front piazza and halls in main building.



**PLUMBING.**

Two rain-baths in main building and one at the Mansion House ; two large glass and slate urinals in the upper and lower dormitories, boys' wing ; bath-tub and water-closet for female ward in hospital ; the entire line of two-inch hot-water pipe to replace small, worn-out pipe, and renewal of eight-inch sewer at Mansion House.

**MASON WORK.**

Concreting, cementing, etc., bottoms, sides, and wainscoting five feet high of the three rooms in which the rain-baths are located.

**CARPENTRY.**

Twenty-eight new lockers in the girls' lower dormitory for clothing, in order that the old and unsightly wardrobes might be removed ; partitioning new bathroom, female ward of hospital ; fifty clothing compartments at the Mansion House, and many minor repairs.

Among the occurrences of more than ordinary importance during the year under review, may be mentioned the permanent extension by the Legislature of the charter of the Institution, and an increase of \$10 in the per capita appropriation for tuition and support of State pupils, guaranteeing thereby not only the continuation of the Institution originally chartered in 1817 for all time upon an educational basis, but also removing any uncertainty concerning the appreciation by the authorities of the State of the value of the work of ameliorating the condition of the deaf.

In July, by authorization of the Board of Directors, I attended the fourth summer meeting of the American Association to Promote the Teaching of Speech to the Deaf, held at Chautauqua, and presented a paper upon the "History of Articulation Teaching in the New York Institution." This paper will be found as an appendix to the present report.

Acknowledgments are hereby made to Mrs. Ethan Allen, Dr. Isaac L. Peet, and St. Agnes' Guild, for their contributions of magazines and books to the library of the Institution, to the New York City Flower Mission, for a generous donation of cut flowers and to Mr. Willard P. Smith, for an invitation for our pupils to visit the Farm Show.

Our thanks are tendered to the officials of the People's Line of steamers, for their consideration in allowing special rates in returning pupils to their homes at the beginning of the summer vacation.

The courtesy of the publishers and editors of the following named periodicals, which have been regularly supplied during the year, has been very thoroughly appreciated by all the members of the household.

*Annual.*

Sotheran's Current Literature, London, England.  
Reports of Schools for the Education of the Deaf.  
Stephen's Book List, London, England (ten copies).

*Quarterly.*

Putnam's Notes on New Books, New York.  
Revue du Dispensaire du Louvre, Paris, France.  
Revisto de Educacione, La Plata, Buenos Aires.  
Notes on Books, Longmans, Green, & Co., New York.  
University Bulletin, Columbia College, New York.  
Bulletin of the American Geographical Society, New York.

*Monthly.*

Our Times, New York City.  
Our Language, New York City.  
Our Record, Buffalo, New York.  
Silent Echo, Winnipeg, Manitoba.  
Home and Country, New York City.  
Review of Reviews, New York City.  
The Acorn, Winthrop Centre, Maine.  
Taubstummen Courier, Wien, Austria.  
The New Method, Englewood, Illinois.  
St. Nicholas Magazine, New York City.  
The Queen of Fashion, New York City.  
The British Deaf-Mute, Leeds, England.  
The Silent Worker, Trenton, New Jersey.  
The Little Messenger, Belfast, Ireland.  
El Monitor Educacion Comun, Buenos Aires.  
The Sunday-School Journal, New York City.  
The Pacific Banner, Winthrop Centre, Maine.  
La Gazette des Sourds-Muets, Paris, France.  
Appleton's Literary Bulletin, New York City.  
Dodd & Mead's New Publications, New York City.  
The Scholar's Magazine, Philadelphia, Pennsylvania.  
The Young Ladies Christian League, New York City.  
The Sunday-School Times, Philadelphia, Pennsylvania.  
Missionary News of the Archdeaconry, New York City.  
The Philanthropic Index and Review, Kalamazoo, Michigan.  
Literary Bulletin of Houghton, Mifflin & Co., Boston, Massachusetts.

*Semi-Periodical.*

Publications of the Volta Bureau, Washington, D. C.  
 Publications of the Bureau of Education, Washington, D. C.  
 Publications of the Smithsonian Institute, Washington, D. C.  
 Publications of the American Association for Teaching Speech to the Deaf.

*Semi-Monthly.*

Deseret Eagle, Salt Lake City, Utah.  
 The Silent Observer, Knoxville, Tennessee.  
 Sunday-School Advocate, New York City.  
 Nebraska Mute Journal, Omaha, Nebraska.  
 The Washingtonian, Vancouver, Washington.  
 Canadian Mute, Belleville, Ontario, Canada.  
 The Washington Heights Gazette, New York City.  
 The Western Pennsylvanian, Edgewood Park, Pennsylvania.  
 Maryland Bulletin, Frederick, Maryland (two copies).

*Weekly.*

The Sign, Salem, Oregon.  
 Progress, New York City.  
 Uptown Press, New York City.  
 Lone Star Weekly, Austin, Texas.  
 The Tablet, Romney, West Virginia.  
 The Uptown Visitor, New York City.  
 The Companion, Faribault, Minnesota.  
 The Ohio Chronicle, Columbus, Ohio.  
 The Silent World, Mount Airy, Philadelphia, Pennsylvania.  
 The Weekly News, Berkeley, California.  
 The Deaf-Mute Record, Fulton, Missouri.  
 The Deaf-Mute Register, Rome, New York.  
 The Illustrated American, New York City.  
 The Wisconsin Times, Delavan, Wisconsin.  
 The New York Evangelist, New York City.  
 The Deaf-Mute Voice, Jackson, Mississippi.  
 The Kentucky Deaf-Mute, Danville, Kentucky.  
 The Deaf-Mute Advocate, Malone, New York.  
 The Weekly Mail and Express, New York City.  
 The Deaf-Mute Hawkeye, Council Bluffs, Iowa.  
 The Kansas Star, Olathe, Kansas (two copies).  
 The Optic, Little Rock, Arkansas (two copies).  
 The Messenger, Talladega, Alabama (three copies).

The Michigan Mirror, Flint, Michigan (three copies).  
Our Little People, Rochester, New York (two copies).  
The Goodson Gazette, Staunton, Virginia (two copies).  
The Deaf-Mutes' Journal, New York City (four copies).  
The Deaf-Mutes' Index, Colorado Springs, Colorado (two copies).

*Semi- Weekly.*

The Rome Sentinel, Rome, New York.  
Newburgh Journal, Newburgh, New York.

In bringing to a close this resumé of the important events of the year, I beg leave, gentlemen of the Board of Directors, to record my very grateful appreciation of your confidence, encouragement, and assistance, and to express the hope that, under the favor of the Divine Providence, which has so signally marked with rich blessings the past history of the Institution, the efforts of succeeding years may be rewarded by increased prosperity and usefulness.

Very respectfully yours,  
ENOCH HENRY CURRIER,  
*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, NOV. 1, 1894.

## Report on the Annual Examination.

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JUNE, 1894.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—In conformity with the action of the board appointing the undersigned to conduct the annual examination of the pupils, the committee reports that, in order to avoid conflicting with the numerous arrangements incident to the close of the academical year, Monday, Tuesday, Wednesday, May 21st, 22d, and 23d, were selected for the work of inspection, which continued throughout the whole three days.

As an aid to an accurate observation of the individual progress of the pupils, the committee availed itself of the assistance of the principal, under whose direction the professors and teachers were assigned, two to each grade, to ascertain as nearly as possible the individual standing of each pupil under instruction during the year, with special reference to the following points : *I. In speech* :—(1) The Elements of speech ; (2) Reading ; (3) Lip-Reading ; *II. In general attainments* : (1) Reproduction from manual dictation ; (2) Original Composition ; (3) Arithmetic ; (4) Penmanship. In covering these subjects, the examiners were allowed a wide latitude in the choice of questions and directions, being limited only to the outline of study prescribed for each grade. The results of the examinations given in detail, under the proper headings, are embodied in this report, and will serve as data in future grading.

In the special examination of the academic department, which was held on Thursday, May 31st, the committee was assisted by Rev. Dr. Maunsell Van Rensselaer, of New York City, who also conducted the examination of the classes in the department of art. The committee takes this opportunity to express its appreciation of the cordial assistance he rendered, and to acknowledge with thanks his very pleasing report, which will be found among the accompanying papers.

The committee was greatly facilitated in its efforts by the appended schedule, furnished by the Principal, giving important details with respect to the grading and general arrangement of the school.



SCHEDULE OF GRADES, JUNE, 1894.

Grade.	TEACHER.	UNDER INSTRUCTION DURING THE YEAR.			PRESENT AT THE EXAMINATION.		
		Males.	Females.	Total.	Males.	Females.	Total.
	ACADEMIC.						
H. C.	Thomas Francis Fox.....	16	.....	16	14	.....	14
H. C.	Eva E. Buckingham.....	.....	12	12	.....	10	10
	GRAMMAR.						
VIII	George Ray Hare.....	14	.....	14	10	.....	10
VIII	Ida Montgomery.....	.....	11	11	.....	11	11
VII	Percival Hall.....	16	.....	16	16	.....	16
VII	Carrie L. Clarke.....	7	.....	7	7	.....	7
VI	William G. Jones.....	14	.....	14	13	.....	13
VI	Eva E. Buckingham.....	.....	17	17	.....	14	14
	INTERMEDIATE.						
Aural	George Ray Hare.....	11	.....	11	11	.....	11
V	Andrew P. McKean.....	16	.....	16	16	.....	16
IV	Andrew P. McKean.....	9	.....	9	9	.....	9
III	Ida Montgomery.....	.....	11	11	.....	11	11
II	Carrie L. Clarke.....	.....	13	13	.....	13	13
II	Percival Hall.....	15	.....	15	15	.....	15
I	William G. Jones.....	15	.....	15	15	.....	15
I	Chester Q. Mann.....	13	.....	13	13	.....	13
I	Chester Q. Mann.....	13	.....	13	11	.....	11
Var.	Jane T. Meigs.....	1	1	2	1	1	2

## KINDERGARTEN CLASSES.

E. H. CURRIER, M.A., *Principal* :

DEAR SIR :—In examining the kindergarten classes in the girls' department on Wednesday, May 23d, we noticed particularly evidences among the pupils of deep interest in their work. Both large and small girls showed familiarity with the colored papers used for folding and weaving, and distinguished readily the shades and tints of each color. Colors of objects in the room were named, an effort in each case being made to induce the pupil to express her thought in correct spelling or speech.

A class of large girls, extremely difficult to teach, owing to their lack of mental powers, were given a simple exercise with one-inch cubes. Counting by twos, threes, and fours; subtracting and adding; building to represent objects in the room, with the cubes before them; seemed to arouse great enthusiasm, indicating that lessons commonly given to the smallest child would appeal most readily to them.

Games among the smaller children are practised often, and here pictures play an important part, aiding in the explanation of the game before it is played. Plays to illustrate the life and habits of animals, and the trades and occupations of man, are greatly enjoyed.

The work in paper-folding, mat-weaving and drawing, displayed on the walls of the school-room, show neatness and thought in arrangement of color, the original designs deserving special praise.

Respectfully submitted,

GRACE H. STRYKER,

FAYETTA PECK,

*Examiners.*

The following is a report of the male kindergarten :

The work in the books was exceptionally neat and well executed.

The youngest class were able to spell the names of the sewing cards; also the rainbow colors. Three or four were able to pronounce ball, top, hat, and apple. The occupations seem to be the best incentive to speech, and the boys could readily articulate the names of objects they had represented with the folding papers or builded with the blocks. These short dictation exercises serve to promote habits of attention and to develop the powers of observation. The little boys have been well trained in this direction. They are able to articulate short sentences, after having outlined them on the sewing cards, like "The apple is round," or "The apple is red." The paper-folding was much better executed than in the hearing kindergarten.

E. G. HICKS.

*Examined.*



## GENERAL RESULTS.

INSTITUTION, May 24, 1894.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of M. H. Grade 3, taught by Miss Grace Peck.

NAMES OF PUPILS.	SPEECH.			Writing Names of Objects.	Original Composi- tion.*	Arith- metic.	Penman- ship.†	General Average.	Relative Rank.
	The Elements.	Reading.	Lip Reading.						
Cullimore, J.....	.....	.....	.....	8.5	.....	.....	.....	.....	.....
Duerr, A.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Federman, J.....	.....	.....	.....	6	.....	.....	.....	.....	.....
Girsch, F.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Kniffen, H.....	.....	.....	.....	8	.....	.....	.....	.....	.....
Krams, H.....	.....	.....	.....	9	.....	.....	.....	.....	.....
Lovitch, J.†.....	.....	.....	.....	9.5	.....	.....	.....	.....	.....
Peterson, P.....	.....	.....	.....	8	.....	.....	.....	.....	.....
Rosenberg, M.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Reauty, L.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Stracham, W.....	.....	.....	.....	8	.....	.....	.....	.....	.....
Toburn, T.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Toch, H.....	.....	.....	.....	10	.....	.....	.....	.....	.....

\* All can write their names correctly.

† Penmanship of all easily legible, except that of Krams and Federman.

‡ J. Lovitch deserves special mention for quickness and general ability.

All understand the verb "touch," and know "table," "book," "knife," "key," "box," "bat," "cup," "floor," "mat," "quill," "adre."

Action work is just being begun in this class, and it is surprising to notice that responsive signs are in constant use in this work.

Respectfully submitted,

PRUDENCE E. BURCHARD,  
PERCIVAL HALL,*Examiners.*

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of M. H. Division 2, taught by Mr. C. W. Van Tassell.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Amnuth, J.....	7	.....	.....	10	.....	.....	.....	8.5	1
Donald, H.....	.....	10	.....	.....	.....	.....	.....	5	5
Friedman, S.....	5	.....	.....	10	.....	.....	.....	7.5	2
Freileweh, St. C.....	2	.....	.....	10	.....	.....	.....	6	4
Heil, J.....	5	.....	.....	10	.....	.....	.....	7.5	2
Hurson, A.....	5	.....	.....	9	.....	.....	.....	7	3
Knipe, A.....	3	.....	.....	5	.....	.....	.....	4	6
Plapinger, Herman.....	5	.....	.....	9	.....	.....	.....	7	3
Plapinger, Henry.....	8	.....	.....	9	.....	.....	.....	8.5	1
Rainbird, R.*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sheinholtz, H.....	.....	.....	.....	8	.....	.....	.....	4	6
Tanzas, A.....	5	.....	.....	9	.....	.....	.....	7	3
Wink, F.*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Absent.

Respectfully submitted,  
PRUDENCE E. BURCHARD,  
PERCIVAL HALL,  
Examiners.

ENOCH HENRY CURRIER, M.A., Principal:

DEAR SIR :—We herewith present our report of the examination of M. H. Division I, taught by Mr. C. W. Van Tassell.

NAMES OF PUPILS.	SPEECH.			Action Work.	Original Composition.*	Arithmetic.†	Penmanship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip-Reading.						
Barry, A.....	8.5	.....	.....	10	.....	.....	8.5	9	2
Berg, F.....	7.5	.....	.....	8	.....	.....	7.5	7.7	7
Dingman, S.....	7	.....	.....	10	.....	.....	7.5	8.2	6
Dorst, H.....	9	.....	.....	9	.....	.....	9	9	2
Droppe, H.....	5	.....	.....	9	.....	.....	8	7.3	8
Koplowitz, L.....	8.5	.....	.....	9	.....	.....	8.5	8.7	4
O'Donnell, J.....	9	.....	.....	7.5	.....	.....	10	8.8	3
Pightling, C.....	8	.....	.....	10	.....	.....	8	8.7	4
Seelig, J.....	7	.....	.....	9.5	.....	.....	9	8.5	5
Solomon, L.....	7	.....	.....	9	.....	.....	8.5	8.2	6
Zundt, E.....	7	.....	.....	10	.....	.....	8.5	8.5	5
Zwoffe, B.....	9.5	.....	.....	9	.....	.....	9	9.2	1

\* All could write their names correctly. All wrote the names of ten simple objects correctly. † Counting from one upward.

Respectfully submitted,  
PRUDENCE E. BURCHARD,  
PERCIVAL HALL,  
Examiners.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Special pupil, Deaf, Dumb, and Blind, taught by Mr. C. W. Van Tassell.

NAME OF PUPIL.	SPEECH.			Reproduction from Manual Dictation.	Original Composition.	Arithmetic.	Penmanship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip-Reading.						
Benson, Orris.....	8.50	7	5	9.25	9.10	8.90	8.75	8.07	.....

Notwithstanding that Benson has received but little special instruction in articulation and lip-reading this year, he still retains a good knowledge of what he has previously learned. It was, indeed, a surprise and a source of great pleasure to his examiners. He also has a very clear idea of the use of pronouns.

Respectfully submitted,  
E. G. HICKS,  
WM. G. JONES,  
*Examiners.*

ENOCH HENRY CURRIER, M. A., Principal:

DEAR SIR :—We herewith present our report of the examination of M. H. Kindergarten Class, taught by Miss Fayette Peck.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.*	Original Composi- tion.†	Arithme- tic.	Penman- ship.‡	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Gompers, G.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Schatzkin, C.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Hynes, J.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Siegel, C.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Lavery, M.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Van Alostyne, R.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Holtzheimer, A.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Steinhauser, G.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Brewer, W.....	.....	.....	.....	5	.....	.....	.....	.....	.....
Rabenstein, W.* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lang, A.* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Zweicker, A.* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dornblut, B.* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Knipe, W.* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Writing the names of the objects "key," "hat," "cup," "knife," "box." † Can all spell the names of the objects "key," "hat," "knife," "box," and "cup." ‡ These children cannot write their names; all write poorly but Siegel. These pupils have but just been admitted.

Respectfully submitted,

PRUDENCE E. BURCHARD, }  
PERCIVAL HALL, } *Examiners.*



ENOCH HENRY CURRIER, M.A., *Principal*:  
INSTITUTION, May 22, 1894.  
DEAR SIR :—We herewith present our report of the examination of M. H. Division A, taught by Miss Luann C. Rice.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Berg, A.....	10	10	10	9	8	8	8	9	5
Brady, D.....	6	7	3	9.2	6	4	9.5	6.6	8
Dyer, S.....	10	10	10	9.5	9	9	8.5	9.4	3
Hefferman, W.....	7	9.5	7	9.5	7	2	9.5	7.3	7
King, F.....	5	7	5	8.5	8.5	8	9	7.3	7
McDonald, G.....	9	10	8.5	9.5	7	9	9	8.8	6
Powell, H.....	9.5	10	9	9.2	8.5	10	10	9.5	2
Renner, W.....	10	10	9	9	7.5	9	9	9.1	4
Stern, A.....	10	10	10	10	8.5	10	8.5	9.6	1
Silvermond, B.....	10	9.5	8.5	10	7	10	9	9.1	4

Respectfully submitted,  
PRUDENCE E. BURCHARD,  
PERCIVAL HALL,  
Examiners.

ENOCH HENRY CURRIER, M.A., *Principal*.

INSTITUTION, *May 24, 1894.*  
DEAR SIR :—We herewith present our report of the examination of Grade I, Division B, taught by Miss Barrager.

*Instruction of the Deaf and Dumb.*

31

NAMES OF PUPILS.	SPEECH.*			Reproduc- tion from Manual Dictation.	Original Composi- tion.†	Arith- metic.†	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Section II:									
Narkir....	.....	.....	.....	9.5	.....	.....	9	.....	.....
Pickruhl.....	.....	.....	.....	9	.....	.....	9	.....	.....
Klain.....	.....	.....	.....	9	.....	.....	6	.....	.....
Miller.....	.....	.....	.....	8	.....	.....	6	.....	.....
Muller.....	.....	.....	.....	8	.....	.....	5	.....	.....
Jacobs.....	.....	.....	.....	8	.....	.....	5	.....	.....
Howe.....	.....	.....	.....	8	.....	.....	4	.....	.....
Sadelsky.....	.....	.....	.....	4.5	.....	.....	4	.....	.....
Section III:									
Koplowitz †.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rubuen †.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Section IV:									
Finnell §.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lipnitsky §.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Section V:									
Connelly ¶.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Section VI:									
Gilbert ¶.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hanschar.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilson.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lee **.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pedlowe **.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* All of sections II and III, under the head of "speech," can articulate p, m, f, t, th, l, wh, s, sh, in combination with oo, ä, a; also papa, mamma, ball.  
of section II, under heads of "original composition" and "arithmetic," wrote names, ages, names of animals, parts of the face, colors, and counted from 1 to 20.  
† Wrote names, ages, where they live, and names of a few objects. § Spelled names of twelve objects and wrote part of them. ‡ Spelled names of two objects and three animals. ¶ Hears. \*\* Sick.

Respectfully submitted,  
LUANN C. RICE, } *Examiners.*  
GEO. RAY HARE, }



INSTITUTION, May 24, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade I, Division B, taught by Miss Barrager.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Composi- tion from Actions.	Arithme- tic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Section I :									
De Rouville.....	9.5	.....	.....	9.8	9.5	9	8	9.2	1
Rosenberg.....	6	.....	.....	9.9	8.5	7.5	9	8.2	2
Levin.....	4	.....	.....	9.8	8.7	8	8.8	7.9	3
Schaechter .....	8	.....	.....	7.5	8	4	8.5	7.2	4
Hopper.....	7.5	.....	.....	5	6.5	9	7.5	7.1	5
Kugler.....	9	.....	.....	5	9	3	9	7	6
Bredemeyer .....	6	.....	.....	9.5	8.5	3	8	7	6
Faust.....	.....	.....	.....	10	6.5	7.5	8.5	6.5	7
Koplick.....	8.5	.....	.....	4	6.5	4	7.5	6.1	8
Wood.....	7	.....	.....	4	7	.....	8	5.2	9
Brewer.....	3	.....	.....	5	5	5	7.5	5.1	10
Rubuen, G.....	2.5	.....	.....	3	7	3	8.2	4.7	11

Respectfully submitted,  
  
LUANN C. RICE,  
GEO. RAY HARE,  
Examiners.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MANSION HOUSE—MALE KINDERGARTEN ANNEX—East of Main and Academic Buildings.

DEAR SIR :—We herewith present our report of the examination of Grade I, Division A, taught by Miss Barrager.

INSTITUTION May 22, 1894.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arithme- tic.	Penman- ship.	General Average.	Relative Rank.	
	The Elements.	Reading.	Lip- Reading.							
Section I :										
Byron.....	7.5	3	5	9.1	8	10	8.8	7.34	6	
Goldstein .....	8.5	7.5	9	9	9	10	8.5	8.64	2	
Hutschenreuter .....	8.7	8	8	8.3	8	10	8.8	8.54	3	
Little.....	8.3	7.5	8	9.3	9.5	10	9	8.80	1	
Muller.....	7.5	6	7.5	8.8	8	10	8.6	8.06	4	
Peter.....	7.5	4	7.5	8.5	9.5	10	8	7.85	5	
Section II :										
Baker.....	9	.....	5	6.5	7	Counts.	7	5.75	6	
Branfuhr.....	8.5	3	7	5	6	Counts.	7	6.08	2	
Bullis.....	4	.....	6	7.5	9	Counts.	7.5	5.66	5	
Hoenack.....	4	.....	8	6.5	7	Counts.	7.5	5.50	8	
Howard.....	.....	.....	.....	6	6.5	Counts.	6	3.08	9	
Kempf.....	4	1	8	8.5	7	Counts.	7	5.91	3	
Steinman .....	5	.....	6	7	8	Counts.	7.5	5.58	7	
Wolfersteig.....	5	5	5	4	9	Counts.	7	5.83	4	
Woolfe*	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Baller.....	7	9	9	3	4	Adds.	6.5	6.41	1	
Section III :										
Chaimowitz.....	5	.....	.....	10	.....	.....	7	4.40	3	
Cohen .....	4	.....	7	6	.....	.....	7	4.80	2	
Ferdman.....	5	1	8	6	.....	.....	6	5.20	1	
Roodburg.....	4	.....	5	7	.....	.....	6	4.40	3	
Smith.....	.....	.....	.....	6	.....	.....	5	2.20	6	
Ogle .....	.....	.....	.....	5	.....	.....	8	2.60	5	
Hicks*	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Elkan.....	.....	.....	.....	10	.....	.....	6	3.20	4	

\* Absent.

Respectfully submitted,

LUANN C. RICE, }  
GEO. RAY HARE, } Examiners.

INSTITUTION, May 23, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade I, Division B, taught by Mr. C. Q. Mann.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average:	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Bohmler, George.....	.....	.....	.....	.....	.....	.....	7	1	11
Baschen, Archer.....	4	.....	.....	7.5	4	9	7	4.75	5
Cole, Charles.....	6	6	5	3	1	7	7	5	4
Fink, William.....	8	6	5	9	3	9	9	7	2
Haischober, Abraham.....	9.5	9.5	5	8	4	9	7	7.75	1
Kaiser, Charles.....	.....	.....	.....	.....	7	.....	8	2.14	9
Lampbrecht, William.....	7	2.5	5	7.5	1	.....	8	4.42	6
McFarlane, Robert.....	.....	.....	.....	2	.....	.....	8	1.42	10
Nuszek, James.....	7.5	7	.....	8	3	9	7	5.92	3
Peterson, Herman.....	6	.....	.....	5	5	4	7	3.95	7
Samuel, Louis.....	7	.....	.....	2	1	8.5	6	3.50	8

Respectfully submitted,  
GRACE EDITH PECK,  
MYRA L. BARRAGER,  
Examiners.



INSTITUTION, May 24, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade II, Division B, taught by Mr. Percival Hall.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Brewer .....	8	8	6	8.5	8.5	9	6.5	7.9	1
Slinn.....	5	7	7	8.5	7	10	9	7.6	2
Berger.....	6	7	5	9.5	10	5	9	7.3	3
Johnston.....	8	7	8	7.5	5.5	7	7	7.1	4
Rumpf .....	6	.....	5	8.5	7	10	7.5	6.3	5
Gaffney .....	7	.....	4	9	8	8	8.5	6.3	5
Isbell.....	6	4	4	7.5	5	5.3	8	5.7	6
Dick.....	3	.....	.....	7.5	8	8	8	4.9	7
Young.....	4	6	3	4	4.5	4	6	4.5	8
Magerski.....	5	.....	3	6	6	3	8	4.4	9
Meyer .....	2	1	.....	4	6	8	6	3.9	10
Jackson.....	4	4	4	1	2	5	4	3.4	11
Stamm* .....	1	.....	.....	.....	.....	.....	.....	1.4	12

\* Beginning English.

Respectfully submitted,

LUANN C. RICE,  
GEO. RAY HARE,  
Examiners.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade II, Division A, taught by Miss Montgomery, Miss Burchard, and Miss Clarke.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Norton, Lizzie.....	3	.....	.....	8	8.5	4.5	7.5	4.5	11
Blackman, Katie.....	7.2	3	2	7.5	9	6.3	8	6.3	5
Poblinsky, Bessie.....	7.7	7	9.5	9	9	8.6	7.5	8.3	1
Philipiski, Annie.....	4	4	3	6	8	6.8	7	5.5	8
Wilson, Theresa.....	7.7	7	9	8	8	6.5	7.5	7.7	4
Walker, Lizzie.....	3	3	2	6	7.5	5	7	4.8	10
Gabie, Florence.....	7.7	8	8.7	8.5	9	7.1	7.5	8	3
McCatty, Ellen.....	3*	3	2	6	9.5	4	7.5	5	9
Kurz, Josephine.....		9	*	9	9	6.8	7	8.1	2
Quinn, Annie.....	5	3	4	7	8.5	6.5	7	5.8	7
Finch, Elva.....	5	4	4	7	7	5.3	6.5	5.5	8
Glosque, Mary.....	3	3	2	9.5	9.5	7.7	9	6.2	6

\* Cannot see.

Respectfully submitted,

ANDREW P. MCKEAN,

GRACE H. STRYKER,

Examiners.



INSTITUTION, May 22, 1894.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade III, Division A, taught by Miss Ida Montgomery and Miss C. L. Clarke.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Bolender, Jennie.....	8.5	8.5	9	9	9	9	9	8.99	1
Dornblut, Lillian.....	9.9	9.9	7	9	9	8	9	8.83	2
Thadwald, Elizabeth.....	9	9	8.5	7.5	8	10	9	8.71	3
Patterson, Grace.....	8	8	8.5	9.5	9	9.5	8.5	8.71	3
Hoffman, May.....	8.5	9	8.5	9.5	8.8	8	8	8.66	4
Turner, Louise.....	8.5	8	9	8.	8	9.5	8	8.55	5
Brewer, Eunice.....	7.5	7	7	9.5	9	9	9	8.25	6
Mason, Florence.....	9	9	9	.....	.....	8	7	8.25	6
Moore, Annie.....	8	7.5	8	7.5	8.5	9.5	8	8.14	7
Tanzas, Mary.....	7	6.5	7	7.5	8.5	9.75	8	7.75	8
Van Valkenburg, Carrie *	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Absent.

Respectfully submitted,

E. E. BUCKINGHAM,  
ANDREW P. MCKEAN,  
*Examiners.*

INSTITUTION, May 22, 1894.

ENOCH HENRY CURRIER, M.A., Principal:

DEAR SIR :—We herewith present our report of the examination of Special Grade Blind, Division B, taught by Miss Jane T. Meigs.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Robinson, Stanley.....	.....	9	.....	9.67	9.70	8.50	8.25	9.02	.....
McGirr, Katie.....	9	9.50	5	7.17	8.50	6.50	7.01	7.52	.....

Robinson had not been taught articulation or lip-reading. Miss Burchard examined him only in reading.

Respectfully submitted,

MYRA L. BARRAGER,  
WILLIAM G. JONES,  
Examiners.

INSTITUTION, May 21, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade IV, Division A, taught by Mr. Andrew P. McKean.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Amlauer, C.....	8	9	6	4	6	9	7.5	7	3
Burke, J.*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Campbell, J.....	9	8	8	6	8	6.5	8	7.6	2
Heuser, L.....	5	.....	3	7.5	7	8.5	8	5.6	7
Moran, W.....	5	.....	5	9	9	7	8.5	6.2	5
Muller, C.....	9	10	9	8	6.5	9	7.5	8.4	1
Paul, A.....	8	6	5	9.5	6	4	10	6.9	4
Wahlstrom, O.†.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wood, F.....	7	2	3	7.5	8	4.5	9	5.8	6

\* Absent.

† Sick in the hospital.

Respectfully submitted,  
PRUDENCE E. BURCHARD,  
PERCIVAL HALL,  
Examiners.

NEW YORK INSTITUTION FOR THE INSPIRATION OF THE DEAF AND DUMB





ENOCH HENRY CURRIER, M.A., *Principal*:

INSTITUTION, *May 21, 1894.*

DEAR SIR,—We herewith present our report of the examination of Grades I–VI, Division A, taught by Mr. George R. Hare.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Oral Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Edmonston, Lennie.....	8	5	*	7	.....	†	9	.....	.....
Dobseavage, Nahum.....	9	9	9	9	5	9.5	9	.....	.....
Hunter, Sammy.....	9	9	Hears.	9	9	9	9	.....	.....
Ferguson, George.....	9	9	Hears.	9	8	5	8	.....	.....
Messerschmitt, John.....	5	5	Hears.	5	.....	5	5	.....	.....
Stacey, Albert.....	5	5	Hears.	4	.....	.....	4	.....	.....
Burch, Louis.....	2	3	Hears.	9	9	10	7	.....	.....
Werr, Frank.....	2	3	Hears.	.....	.....	.....	2	.....	.....
Rich, Ellis†.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dayton, Harry§.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lane, William  .....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Taught by tube.

† Addition.

‡ Good at simple action work ; cannot write ; no arithmetic. He hears. His comprehension of spoken language is very good.

§ Good at simple action work ; cannot write ; no arithmetic ; hears ; rather dull in his comprehension of spoken language.

|| Absent.

Respectfully submitted,

GRACE H. STRYKER,  
ANDREW P. MCKEAN,  
*Examiners.*

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade V, Division B, taught by Mr. Andrew P. McKean.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arithme- tic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Konkel, W.....	9.5	9.5	10	8	7.5	10	8.5	9	1
Hatowsky, L.....	7.5	7.5	9	9	7.5	8	10	8.4	2
Hannon, S.....	7.5	7	9.5	9.5	7	7.5	10	8.3	3
Suk, A.....	9	9.5	8.5	8.5	7	6.5	9	8.3	4
Long, R.....	9	8.5	9.5	7.5	6	9	7.5	8.1	5
Gaunt, C.....	9	9	7.5	7.5	5	8.5	10	8	6
Sanford, C.....	8	7.5	9.5	7.5	5	8	8	7.6	7
Kistler, J.....	8.5	8	2	9	5	8.5	9	7.1	8
Burt, D.....	6	6	6	8	7	7.5	8.5	7	9
Pickruhl, C.....	6.5	6.5	8.5	7.5	3	8	8	6.9	10
Postlethwaite, W.....	7.5	7	8	7.5	5	3	9	6.7	11
Lynch, W.....	5	5	8	8	6	6.5	8.5	6.6	12
Belch, J.....	5	4	4	7	6	7.5	8.5	6	13
Elliott, M.....	5	3	4	8	6	6	8.5	5.8	14
Simeon, N.....	7.5	6	.....	.....	3	7	7.5	4.4	15
Blauth, W.....	.....	.....	.....	7	4	5	7	3.3	

Respectfully submitted,  
PRUDENCE E. BURCHARD,  
PERCIVAL HALL,  
*Examiners.*

ENOCH HENRY CURRIER, M.A., *Principal*:

INSTITUTION, *May 23, 1894.*

DEAR SIR :—We herewith present our report of the examination of Grade VI, Division B, taught by Miss Eva E. Buckingham.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arithme- tic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Kummer, Louisa.....	10	10	10	10	9.5	9.5	8	9.52	1
Ottmer, Katie F.....	10	10	9	9.9	10	9.45	9	9.45	2
Fenalli, Lugai.....	10	9.5	9	9.8	8.60	9	8.9	9	3
Peck, Daisy.....	10	10	9.5	9	8	9	7.5	9	3
Blaum, Josephine.....	8	8	8.5	9.7	9.4	8.73	8	8.73	4
Young, Blanche.....	9	10	8	8.75	6.16	8.31	7.9	8.31	5
Russell, Agnes.....	10	9	8	8.9	5.5	7.85	8.4	7.85	6
Gibbs, Maud.....	8	8	8.5	9.6	4	7.42	7	7.42	7
Ehrlich, Katie.....	8	7	6	9.5	6	7.28	8.8	7.28	8
Barnett, Charlotte.....	9	8	8.5	6	4	7	7	7	9
Pindar, Edna.....	9	7	7.5	7	5	6.91	7.9	6.91	10
Colligan, Lena.....	9	8	6	6	3	6.64	8	6.64	11
Gartland, Katie*	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Absent.

Respectfully submitted,

CARRIE L. CLARKE,  
THOMAS F. FOX,  
*Examiners.*



INSTITUTION, May 21, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade VI, Division B, taught by Mr. William G. Jones.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Boyd, William .....	8	6	5	7	6	9.25	4	6.46	7
Burland, Nicholas .....	8	8	5	4	7	9	6	6.71	5
Hawley, William E. ....	5	7	4	5	5	7	6	5.57	11
Izquierdo, Arthur P. ....	9	9	5	6	5	6.50	5	6.50	6
Lorcer, Theodore M. ....	7	7	8	9	8	10	8	8.14	1
McVea, Robert .....	10	10	7	.....	7	4.50	.....	5.50	12
Muench, Henry .....	10	7	8	9	5	9.75	8	8.11	2
Ogle, James .....	5	5	2	8	6	9.25	5	5.75	10
Ryan, Robert S. ....	9	6	5	8	5	10	10	7.57	3
Smith, Orlando .....	7	4	2	8	8	6.50	5	5.79	9
Unger, Louis .....	9.5	10	8	1	6	6.50	4	6.43	8
Willis, Henry .....	9	8	4	9	5	8.25	7	7.18	4

Respectfully submitted,  
GRACE EDITH PECK,  
IDA MONTGOMERY,  
Examiners.

ENOCH HENRY CURRIER, M.A., *Principal* :

INSTITUTION, *May 23, 1894.*

DEAR SIR :—We herewith present our report of the examination of Grade VII, Division A, taught by Mr. Percival Hall.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Ellis.....	7	7.5	6	6	8	9	8	7.4	1
Krekel.....	6.3	7.5	.....	9.8	9	10	9	7.4	1
Prinsinzing.....	6.3	7.5	3	6	6	9.5	8.5	6.7	2
Sigal.....	7.2	7	1	8	7.5	6	7.5	6.3	3
Landre.....	4.8	6	2	7.8	9	5.5	8.5	6.2	4
Lawton .....	6.9	7.5	.....	5	7.5	7	8.5	6.1	5
Avens.....	6.1	5	.....	5.3	9	9.5	8	6.1	5
Bachman.....	7.9	6	3	5	7.5	4.5	9	6.1	5
Doody.....	5.2	5	.....	6	7	10	8	6.1	5
Levy.....	6.8	6	5	5.5	4	5.5	8.5	5.9	6
Reiff.....	7.2	8	1.6	4.5	3	7	9	5.8	7
Anderson.....	5.2	3	1	4.5	6	8	9.5	5.3	8
Morrison.....	4.8	.....	.....	7	8	5	7.5	4.6	9
Silliman.....	5.4	6	.....	4.5	3	4	8	4.4	10
Heerdt .....	3.6	3	3	4	4	4	8	4.2	11

Respectfully submitted,

E. E. BUCKINGHAM,  
GEORGE RAY HARE,  
*Examiners.*

INSTITUTION, May 23, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade VII, Division B, taught by Miss Clarke.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Losey, John.....	9.5	9.7	9	9.9	9.5	9.3	9	9.4	1
Kaiser, John.....	9.2	9.7	9.4	9.9	9.8	6.1	8.7	9	2
Taylor, Walter.....	7.5	9	9	8.5	7.5	8.7	8.5	8.4	3
Rappholdt, Edward.....	8.9	9	9.5	9	8	4.8	8.5	8.2	4
Black, Hiram.....	9.7	6	8.7	8	8.7	6.5	8	7.9	5
Mayer, Emil.....	6.5	6	5	8.5	8.5	4.8	8.7	6.9	6
Beck, Herman.....	9	2	8	9.5	8.5	2	8	6.7	7

Respectfully submitted,  
ANDREW P. MCKEAN,  
GRACE H. STRYKER,  
Examiners.

INSTITUTION, May 21, 1894.

ENOCH HENRY CURRIER, M.A., Principal :

DEAR SIR :—We herewith present our report of the examination of Grade VIII, Division B, taught by Mr. George Ray Hare.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arith- metic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Abrams. ....	8.5	7	10	9.5	3	2	7.5	6.8	5
Cohen. ....	6	3	4	7.5	8	5	8.5	6	6
Colwell. ....	6	4	7	8	8	8.8	8	7.1	3
Elflein. ....	7	5	5	9	7	8	10	7.3	2
Gilmore. ....	4	5	7.5	4	8.5	1	7.5	5.4	7
Hamm * .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kiernan. ....	7.5	7	7	9	8	7.5	9	7.8	1
Kreicheldorf. ....	7.5	8	7	8	5	3	10	6.9	4
Long. ....	7	7.5	8	8.5	6	2	9	6.9	4
Moeslein. ....	8.5	9	8	7.5	7.5	5	9	7.8	1

\* Absent.

Respectfully submitted,  
E. E. BUCKINGHAM,  
PERCIVAL HALL,  
Examiners.

INSTITUTION, May 23, 1894.

ENOCH HENRY CURRIER, M.A., Principal:

DEAR SIR.—We herewith present our report of the examination of Grade VIII, Division B, taught by Miss Ida Montgomery.

NAMES OF PUPILS.	SPEECH.			Reproduc- tion from Manual Dictation.	Original Composi- tion.	Arithme- tic.	Penman- ship.	General Average.	Relative Rank.
	The Elements.	Reading.	Lip- Reading.						
Bamman, Emma.....	10	9.9	9.9	9.7	9.9	9.30	8.5	9.6	1
Zettel, Johanna.....	10	9.5	10	9.8	9.4	9	7.5	9.31	2
Freeman, Sarah .....	9.5	10	10	10	9.6	6.5	8	9.08	3
Jaycox, Martha.....	10	8.5	10	9.5	9.7	7.5	8	9.02	4
Judge, Alice.....	10	9	9.5	9.8	8.9	6.5	9.5	9.02	4
Waidler, Annie L.....	10	9	8.5	8.5	9.5	9	8.5	9	5
Gray, Edith.....	9.9	9	8	9.6	9.8	7.9	8	8.88	6
Turner, Gertrude.....	10	10	9.5	8	8.31	6.5	9.5	8.83	7
Pearce, Mable C.....	10	9	7	8	9.10	9.25	9	8.76	8
Anderson, Elizabeth.....	10	9.5	9.5	9.3	9.5	5	8	8.68	9
Branfuhr, Mary.....	9.5	8.5	8	8.9	9.4	6.2	6.5	8.14	10

Respectfully submitted,  
PRUDENCE E. BURCHARD,  
THOMAS F. FOX,  
Examiners.

Report of the Examination of the High Class of the  
New York Institution for the Instruction of  
the Deaf and Dumb, June, 1894.

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*To the Board of Directors of the New York Institution for the Instruction  
of the Deaf and Dumb :*

GENTLEMEN.—By request of the Principal, Prof. Enoch H. Currier, the undersigned conducted the examination of the High Class on the 31st of May, and herewith submit their report :

The class consists of 14 boys, under the instruction of Thomas Francis Fox, M.A., and 10 girls, under Miss Eva E. Buckingham.

The two divisions were assembled in adjoining rooms and the examinations proceeded simultaneously, the same questions being given to both, except in United States History, in which the periods covered were different, and in Civil Government. The latter study had not been taken up by the girls, not, as was evident from their answers to questions in other branches, from any lack of ability to qualify themselves to vote "early and often," but because their teacher thought that the subject could safely be deferred.

The principal studies pursued during the year were Arithmetic, Algebra, History, Physical Geography, American Literature, Civil Government, Articulation, Lip-reading, and Original Composition.

The examination was conducted on lines prescribed by the Principal, so as to make it uniform with those of the classes below and give the exact standing of each individual in every study of the course. The schedule of averages appended is really all that is necessary to show the proficiency of the pupils, both relatively and absolutely, but we have thought it advisable to make some extracts from the papers submitted, as showing more vividly than figures the quality of the work performed.

All the questions were written on the wall slates, with which all the school-rooms are furnished, and the answers given in writing.

As was to be expected from the number examined, great differences in attainment and ability were manifested, but the results showed conclusively that all had been well and carefully taught. As regards ability to use the English language, the extracts appended make comment unnecessary.

In answer to the question, "What is the cause of earthquakes?" one of the girls wrote :

"The cause of earthquake shocks is the contraction of a cooling crust. Earthquakes may also be caused by the vapors or gases thrown off from the heated materials of the interior of the earth, or by the shocks caused by falling masses of rocks within the earth. Of late there have been several violent earthquakes in Greece and the regions near it."

Another, in writing about the laws and customs of New England in pre-revolutionary times, said :

"There were very strict and meddlesome laws against Sabbath breaking, profanity, etc. People were made to go to church regularly every Sunday, whether they liked it or not. A woman who talked too much had her tongue pinched with a cleft stick, and a scold was punished by being ducked. Men were punished by being put in the stocks or pillory. This was done on some public occasion, to make the shame greater."

She evidently appreciated the greater freedom of speech accorded her sex in these days, even though unable to avail herself of it.

One of the young men, being asked to compare the condition of the United States in 1812 with that which exists at the present time, wrote :

"In 1812 the United States differed greatly from the present time, as there were no railroads, few school-houses, few conveniences, and a small population. Now the wealth is increased by millions of dollars, the educational system is the best in the world. Commerce is improving, and the rapid growth of the population and the rapid annexing of States will soon make it the most powerful nation in the world."

"What can you say of Benedict Arnold?" elicited the following reply from a young lady :

"Benedict Arnold was an able and brilliant leader and a brave soldier. He distinguished himself by his bravery at Quebec and Bemis Heights. He in some way incurred the displeasure of Washington, who publicly reprimanded him, and this so angered him that he plotted to betray his country into the hands of its enemies. He obtained command of the posts in the Highlands, and then began to execute his traitorous purpose. Major André, a young English officer, was appointed to confer with Arnold on this subject. He met Arnold at West Point, and received papers and other documents from him and then departed. But on his way back to the English lines he was overtaken by some patriots near Tarrytown, and, in spite of all offers of reward, taken to General Washington. André was hung as a spy. When Arnold heard that his plot had been discovered, he fled to the English lines, and thenceforth fought fiercely against his countrymen. When the war was over, he went to England and lived there till he died, detested as a traitor by every one."

As a test of the general information with regard to European nations at the present time possessed by the pupils, they were asked to compare Russia and the United States. One of the young men wrote :

“Russia is an absolute monarchy. The United States is a Republic. The Czar is at liberty to do as he pleases, and his word, good or bad, is law. The President must follow out his duties as prescribed by the Constitution, and when he fails to do so Congress may impeach him. The national prosperity of the United States is far in advance of that of Russia. Our people are happier, brighter, quicker, and wiser than those of Russia. We have no dreary, filthy Siberian prisons, where poor creatures die at the word of the Czar, whether they be guilty or innocent.”

In Civil Government the question was asked, “What are the duties of an American citizen ?” The most concise answer was this :

“The duties of an American citizen are to vote, maintain the government, and to see that all the laws are enforced.”

In order to fulfill the requirements of the schedule it became necessary to give out a subject for original impromptu composition. The new gymnasium was selected. We have room for only two.

The following was written by one of the girls :

“The gymnasium as a means of health-giving exercise, both morally and physically, is unparalleled. The exercise in the gymnasium trains the youthful mind to force and determination of will. It strengthens the long unused muscles, causing the blood to flow more vigorously through the body, and the heart to beat more strongly. It expands the lungs, and thus strengthens the vocal organs, which is very necessary for a deaf-mute.

“Every institution in the country should have a gymnasium. Our institution, I am thankful to say, has now one of the finest in the country. The pupils have an excellent instructor, who knows all the arts of gymnastics. They all have the opportunity to go up and practice an hour every day, each division taking turns. And we expect before long to have our boys turn into juvenile Corbetts, and our girls to become Amazons, with waists a mile wide and fists ditto.”

The following is the composition of one of the boys on the same subject :

“There are schools for intellectual, moral, and physical man. This institution includes all three. In the class-room the mind is developed ; in the chapel the morals are trained ; and in the gymnasium the body is exercised. Of course there are many things that aid in the work of these three schools ; as the library, and play in the open air. Of the last-named school I am called upon to speak. Our gymnasium is situated on the top floor of the academical building, and it is as well equipped as any in the land. Mr. Trevanion G. Cook, the physical director, has a thorough



knowledge of gymnastics, and is a splendid athlete himself. Four platoons of pupils receive instruction daily—two in the morning and two in the afternoon. The first part of the week is devoted to the girls, who receive some light instruction. The latter part of the week is for the boys. Marching, free movements, chest expansion and contraction, dumb-bell drill, ladder-climbing, horse-jumping, running, somersaults, etc., are taught. Every muscle is brought into play. Not infrequently we feel stiff, weary, and uneasy after a lesson, but this is only the beginning of the instruction. Some of the boys are becoming quite proficient in the exercises, and will exhibit their skill to visitors on Closing Day.

“A sound body begets a sound mind, and a sound mind must needs be at peace with God and man. So the gymnasium is really the foundation of human perfection.”

These show not only a readiness and grace in composition, but also an appreciation of the benefits to be derived from this latest addition to the institution, which is highly creditable, and in this connection it may not be amiss to say that we were very agreeably impressed by the fine appearance of the young men. A set of more active, finely-developed young fellows, it would be hard to find. That the girls were graceful and altogether charming, it is quite unnecessary to add.

In the elements of speech and in speech-reading, a high degree of proficiency has been attained. Indeed, the class taught this year by Miss Buckingham has been conducted mainly by speech, the members having been selected from other classes because of their adaptability to this method of instruction. It was, in fact, difficult for an outsider to realize that while these young ladies comprehended our utterances so readily and spoke so naturally, they heard neither our voices nor their own.

The boys were more of the average capacity in this respect, though there were among them some who spoke and read from the lips quite as well as the girls. Their teacher, himself one of the finest examples of highly educated deaf men in the country, was assisted in the vocal training of his pupils by Miss Prudence E. Burchard.

Not to prolong this unduly, may we be permitted to congratulate the Principal and teachers on the bright, healthy, and happy young people developing under their wise and faithful care.

Very respectfully submitted,

M. VAN RENSSELAER,  
IDA MONTGOMERY,  
PERCIVAL HALL,

*Examiners.*

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present the results of the examination of the High Class Semi-Mute Division, Female Department, taught by Miss E. E. Buckingham.

NAMES OF PUPILS.	SPEECH.			Arith-metic.	Algebra.	Physical Geog-raphy.	U. S. History.	Repro-duction from Dicta-tion.	Original Com-position.	Aver-age.	Rela-tive Rank.
	Ele-ments.	Lip-Read-ing.	Read-ing.								
Spahn, Bertha.....	8.5	9.5	8	9	9	7.5	8	7.4	7	8.2	1
Elsworth, Mamie.....	9	9	7.5	7.5	8	8.5	8	7.5	8.5	8.1	2
Hemphill, Julia A.....	8	10	7.5	6.5	2	9.5	9.5	9.2	8	7.8	3
Caddy, Emma.....	9	9	7	3.5	6	9	8.5	9	9	7.8	4
Olin, Minnie.....	8.5	9	6	5	.....	6	3	7.2	6	5.1	5
Greene, Lucy A.* .....	8.5	9	10	5	.....	3	.....	7.7	8	7.3	.....
Dugdale, Helen* .....	7.5	5	9	.....	.....	6.5	6.5	7	.....	6.9	.....
Murray, Hattie E* .....	.....	.....	.....	6	.....	3	7	.....	.....	5.3	.....
Lorrigan, Nellie†.....	7.5	8	10	.....	.....	.....	.....	.....	.....	8.5	.....
Grimm, Louise†.....	7	7.5	7	.....	.....	.....	.....	.....	.....	7.2	.....

\* Had not taken the full course.

† Had been instructed in speech only.

Respectfully submitted,

IDA MONTGOMERY,

PERCIVAL HALL,

*Examiners.*

INSTITUTION, June 4, 1894.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR,—We herewith present the results of the examination of the High Class, Male Department, taught by Mr. Thomas Francis Fox.

NAMES OF PUPILS.	SPEECH.			Algebra.	Arith- metic.	Ameri- can Litera- ture.	Original Compo- sition.	U. S. History.	Repro- duction from Dicta- tion.	Physical Geog- raghy.	Civil Govern- ment.	Aver- age.	Relative Rank.
	Ele- ments.	Lip- Read- ing.	Read- ing.										
Hogan, John.....	9	10	9	7	8	9	9	7	9.7	6.5	9.5	8.5	1
Avens, Frank.....	7	7	6	9	7	9	7.5	8.5	7.2	7	7.5	7.5	2
Britt, James F.....	6	8	4	7	6	4	7	8.5	9.3	6.5	8.5	6.8	3
Baxter, Arch. McL....	7	9	8	7	9	8	7	4	.....	3	8.5	6.4	4
Hayes, Jeremiah.....	9	9	9	5.5	7	6	8	7	.....	3	7	6.4	4
Probst, Herman.....	5	7	5	6	6.5	7.5	7.5	7	4.5	4.5	6.5	6.1	5
Goor, John H.....	8	7	8	1	4	5	7.5	7	7.2	3.5	7	5.9	6
Bettels, Henry.....	7	6	5	2	4.5	5	6	8	5.1	6	6	5.5	7
Zundel, Robert.....	7	7	6	3	1	6	6	4	6.8	5	4	5	8
Lamm, Herman.....	7	8	6	1	4	6.5	3.5	4	7.8	1	3.5	4.8	9
Cocks, Samuel.....	8	7	7	7	5	5	1	3	3.5	2	3	4.7	10
Smith, A. Burdette....	6.5	8	7	.....	1	5	8	.....	7.5	.5	5.5	4.5	11
McEvoy, John J.....	8	7	8	2	.....	6	4	3	5.7	2	3.5	4.4	12

Respectfully submitted,  
IDA MONTGOMERY,  
PERCIVAL HALL,  
*Examiners.*





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
THE CHAPEL IN MAIN BUILDING—80 X 60 X 30 feet.

## Baccalaureate Sermon.

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At three o'clock on the afternoon of Sunday, June 10th, a large audience, composed of the pupils, teachers, and officers, with a number of friends of the institution, assembled in the chapel when the Baccalaureate sermon was preached by Rev. Charles Augustus Stoddard, D.D., First Vice-President of the Board of Directors.

### THE YOUTHFUL SPIRIT OF CHRISTIANITY.

MATTHEW 18 ; 2, 3.—“ And Jesus called a little child unto him and set him in the midst of them, and said : Verily I say unto you, Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven.”

The disciples of Jesus Christ had been disputing among themselves who should be greatest in the kingdom of heaven, and they brought the question to the Master for an answer. This is given in the text.

In thus answering the question of the disciples, Our Lord also set forth the characteristic feature of his kingdom : its childlike, youthful spirit.

The apostle Peter in his speech to the rulers of the Jews, after the healing of the lame man, opens to our view a picture of Christ which harmonizes with the scene recorded in the text. He calls him God's “ holy child Jesus,” and prays “ that signs and wonders may be done by the name of the holy child Jesus.”

The founder of the Christian religion is thus presented to us with the characteristic of youthfulness. It was as a boy of twelve years that he came to Jerusalem from Nazareth's quiet valley, to walk among the living monuments of his country's pride and glory, in the heart and centre of all that was reverend and holy in Jewish nationality and religion.

And it was as a young man, his eye full and clear, his face fair, and his form distinguished by youthful strength and beauty, that he went forth in meek and zealous obedience to his brief but wonderful career as Redeemer of the world.

His enthusiasm and devotion, his quickness of perception and exuberant imagination, were characteristic of youth. His unremitting labors and privations were such as youth only could endure ; for with all the mysteries of his divine person, he still had a complete human nature, and this nature was consecrated to the work of redemption, in the most vigorous and active period of its development.

That body which hung upon the cross bore no marks of disease or decrepitude, but only those of cruelty and violence ; and the Saviour as he intercedes for us now, in that same form marked by the nails and the spear-thrust, is still a young man.

In the founder of the Christian religion, then, we discover this youthfulness, which marks it, in its development, its principles, and its effects.

We mark these evidences of vigor and freshness belonging to youth, in the progress and present condition of Christ's kingdom.

The century of his birth had not elapsed, before the religion of Jesus Christ, in spite of opposition from the rulers of the world, the bitter persecution of its adherents and the comparative feebleness of its propagators, had made itself felt throughout the known world. Wherever the standard of Rome was planted, there rose beside it, though not beneath its protection, the symbol of the cross, and three centuries had not elapsed before Christianity was the real power that swayed the sceptre of the imperial throne. This same dauntless and enterprising spirit of youth has ever distinguished Christianity. The history of human progress is but a record of the triumphs of the Christian religion in its energetic onslaughts upon the systems of human ignorance and sin. It still maintains its youthful character. Is a reform to be inaugurated in the morals or manners : What engine is there so potent to employ in its accomplishment, as the religion of Jesus ? Are there misery to be relieved, and vice to be restrained and removed : Whence are the agents and instruments of such a work drawn, but from the church of Christ ? Are nations, debased and grovelling in ignorance and depravity, to be elevated and enlightened : Whence comes the impulse for such an undertaking, where are the means gathered, to whom is the self-sacrificing and laborious work entrusted, but to the subjects of Christ's kingdom ? In that kingdom is the vital energy of divine youth ; there alone is the spirit of true self-denial ; there are the souls that have been stimulated into a living consciousness of a Master in heaven, and a business of faith and devotion to His service on earth. No, my friends, it is not commerce, with its white-winged messengers flying over every sea ; it is not regal power, displayed in ornaments and warlike array ; it is not astute diplomacy and the craft of statesmen ; that lift degraded and savage peoples into the ranks of civilization, intelligence, and virtue. It is the energizing, quickening, influence of a living Christianity. It is the arm of Christ's kingdom whose vigorous sweep levels the barriers of superstition and prejudice. It is the wisdom of the serpent combined with the harmlessness of the dove that baffles the plans of selfishness and avarice. It is the vigor, the enterprise, the unflagging zeal, and the heartiness of a youthful Christianity, which is ere long to cast at Jesus' feet the crowns of all the earth. This youthfulness is seen also in the historical progress and present efficiency of Christ's kingdom. There

is in its fundamental principles the same spirit. The first requisite in order to gain admission into the kingdom of Christ is faith : not a blind assent to certain doctrines, nor the acceptance of the results of reasoning. Its best and most intelligible definition is, an affectionate confidence in a personal being. Such faith is pre-eminently a characteristic of youth. Those who displayed this faith in Christ and his mission were young men. It was not the old man Zebedee who left his boats to follow Christ, but the sons. It was Nathaniel, an Israelite in whom was no guile, who had the innocent and confiding heart of a child, whose soul responded with earnest affection to the claim which Christ made upon his love and service. It was in that home at Bethany, where three young persons formed the family, that the Saviour found the sanctuary of trusting and loving hearts.

Who is it that He represents in the inimitable parable, as saying in his far-off vagrancy, " I will arise and go to my father, and will say unto him : ' Father I have sinned against heaven and before thee, and am no more worthy to be called thy son ; make me as one of thy hired servants,' " but a young man, in whom a rapid course of vice and misery had failed to blight the affectionate confidence of a son in a good father's love ? No, it is not the belief of the intellect which qualifies for entrance into Christ's kingdom, but the affectionate confidence of the heart.

Another youthful quality which is a fundamental principle of Christ's kingdom is humility. This is not always a characteristic of youth, and in these days of precocious and unnatural mental and moral development, it seems, unhappily, to depart at too early a period. But this is largely due to improper education or a lack of training. It is, therefore, an unnatural development when youth is proud and conceited rather than modest and humble. The true and natural child is dependent, devoid of pretension and modest. This simplicity, grace, and innocence, associate themselves by a sort of intuition with the excellencies of angels and a better world.

It is this spirit of modesty and humility which breathes through all the epistles of the beloved disciple, a guilelessness and sincerity which only they can have, who are meek and lowly of heart ; a distrust of self which leads to humble trust in God ; a spirit beautifully shown by the Syro-Phœnician woman and the believing centurion. It was to teach such a spirit that Jesus, when the disciples disputed who should be the greatest, took a child and set him by him, and said, " whosoever shall receive this child in my name receiveth me ; and whosoever receiveth me receiveth him that sent me ; for he that is least among you all, the same shall be great." (Luke 9 : 47-48.)

Tradition declares that this child was Ignatius, afterwards Bishop of Antioch, who was cast to the wild beasts on account of his testimony of Christ ; and who thus writes in view of martyrdom : " Now I begin to be a disciple. Nothing, whether of things visible or invisible excites my



ambition so long as I can gain Christ. Whether fire, or the cross, or the assaults of wild beasts, the tearing asunder of my bones, the breaking of my limbs, the bruising of my whole body ; let the tortures of the devil all assail me, if I do but gain Christ Jesus." Such is the spirit of humble dependence and self-renunciation which characterizes Christ's kingdom.

But once more, this kingdom shows its youthful character by requiring a docile, teachable spirit from all its subjects. Many persons cease to learn after middle age. They become obstinate and opinionated, unwilling to be instructed by others and incompetent to teach themselves. But youth is open to receive teaching. All natural scenes are giving shade and coloring to the character and development of the young manhood. Everything which meets the eye, which the hand feels, which the senses apprehend is educating him to a larger apprehension, which God ever meets with fresh supplies. Creation and life are great magnets drawing out ductile and obedient powers ; and as these powers strengthen, they range with a bolder freedom in a wider circuit, while everything learned is a stimulus to new quest, with no limits to dishearten or restrain.

Not only is this docility of youth manifested in its readiness to observe phenomena, but also in its willingness to accept instruction respecting them. The soul is yet unversed in the mysteries of knowledge, unpuzzled by the problems which the intellect of mature years states but fails to solve, unbiased by prejudices or pride of opinion. It naturally receives without question all knowledge or belief which is offered to the mind. Who does not envy that childlike spirit which sees a present God in the lightning's blaze and hears His voice in the crash and roll of thunder, which accepts without question the language of the Bible respecting the universe, which believes that God clothes the lilies of the field and numbers the hairs of the head ; that the heavens declare His glory and the firmament showeth His handiwork ? Oh, how near are such docile souls to the great Father of all ! How gently and yet how grandly does He lead His creatures toward the sublime knowledge of Himself that they may adore and love Him !

Finally. The spirit of youth is enthusiastic and gleeful, and this spirit is truly characteristic of the kingdom of Christ. Youth is not ashamed to give full expression to its feelings. It makes no effort to restrain its wonder, blushes not to declare its love, weeps with ready sympathy, never hesitates to praise or condemn, and enters upon duty with all its might. It is entirely at war with that disposition which is never surprised, which accepts everything without emotion, which is niggardly of commendation and afraid to appear interested lest it offend the formalities of society. Youth has no such craven dread of natural festivity. Its laugh rings with a heartiness which rebukes the stern ascetic, its whole-souled grasp and fervent embrace break down the defenses of pride, its fertile imagination

throws the sanguine hue of success over every undertaking ; its liberal expenditure of effort seems waste to the prudent senior. And such an enthusiasm and joyousness pre-eminently distinguish Christianity. Its founder wrought His first great miracle at a marriage festival, that he might minister to the joy and exhilaration of the guests, and we do not serve our Master best by shutting out true and hearty pleasure from our lives. We rather offend Him by such pharisaic prohibitions, for they are contrary to the spirit of His kingdom. Our danger and our fear come from the exclusion of our Lord from these festive scenes. How safe and how doubly happy should we be, in all joyous occasions, if He who graced the wedding at Cana were consciously present as a guest and friend ! If with the spirit of sanctified youth we welcomed every new joy as the blessing of the benignant Saviour and allowed every new-born pleasure to open springs of pious gratitude and praise, we should honor Him who by His matchless precept bids us "rejoice with them that do rejoice," as well as weep with those that weep.

It was this spirit of joyful enthusiasm which gave utterance to the intense expressions of the apostle, "Oh the depth of the riches of the wisdom and knowledge of God !" "the love of Christ that passeth knowledge" ; that vainly strove to image Christ as the "chief among ten thousand and altogether lovely." It was this that overcame the cautious and reticent Thomas, till he burst the bonds of long habit and the chains of doubt ; and becoming once more a child, cried out to Jesus, "My Lord and my God." It was such a spirit which filled the heart of John, when he exclaimed in rapturous words : "Beloved, now are we the sons of God, and it doth not yet appear what we shall be, but we know that when He shall appear we shall be like Him."

It is said, that the artist Correggio when young saw a picture by Raphael. Long and ardently did the youth gaze on that picture. His soul drank in its beauty as flowers drink moisture from the mist. He waked to the consciousness of artistic power. Burning with the joyful enthusiasm of enkindled genius, the blood rushing to his brow and the fire flashing from his eyes, he cried out, "I also am a painter." This enthusiasm carried him through his initial studies ; it blended the colors on his palette, it guided his pencil, it shone on his canvas, until Titian on witnessing his productions exclaimed, "Were I not Titian I should wish to be Correggio." And with this spirit of useful enthusiasm does the soul upon whom the glory of Christ has shined, dwell upon the character of the Redeemer, enraptured by His perfections, enkindled by His love, till changed into His image from glory to glory, as by the Spirit of the Lord he cries out, "I also am a Christian, and for me to live is Christ."

It is this youthful spirit of Christ's Kingdom which I would specially

commend to you, my friends, who are in the dawn and brightness of your lives. Christianity is not given to men as a last resource after earth has failed to satisfy. It is not provided simply as a medicine for decay and decrepitude; nor as an anodyne to lull disturbed and anxious consciences to rest. Christ does not make His appeals to those who seek only loaves and fishes after they have wasted and trifled away His precious gifts. True, such may come and welcome to the bounty which they have slighted so long. But he chiefly encourages the little children to come to him; he invites the young men who are ready to bend unbroken energies to his noble service, who are eager to know what truth is, who are modest as to the range and scope of their abilities. He invites the young women who would devote their beauty and loveliness to adorn and glorify His temple courts, and win by loving arts and holy tenderness adherents to His cause. He calls upon the young to consecrate the enthusiasm of their natures and the gladness which makes every object an occasion of delight, to the extension of a kingdom whose universal sway would unite every heart in holy joy, and speed every foot on missions of benevolence and occupy every hand with divine ministrations. In the name of the blessed Father of mankind, I invite you all, my young friends, to enter this holy service while yet you have the spirit and feelings of youth, and to find in love and service of God those characteristics which are peculiarly your own, those employments which are yours by right of especial fitness of temper and disposition, and that increased happiness which arises from pure and unselfish love.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE GIRLS' BUILDING, FALL, 1904.

## Annual Commencement.

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On Tuesday June 12th, the literary exercises of the seventy-sixth commencement were held in the chapel of the institution, between the hours of 11.30 A.M. and 1 o'clock P.M. A large audience filled the chamber and witnessed the carrying out of the following program :

### PROGRAM.

- I. PRAYER, REV. THOMAS GALLAUDET, D.D.
- II. ADDRESS BY THE FIRST VICE-PRESIDENT, REV. CHARLES AUGUSTUS STODDARD, D.D.
- III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M.A.
  1. Salutatory address, with essay on "Common Sense," by Archibald McL. Baxter New York.
  2. Illustrations of art instruction, with primary classes.
  3. Essay—"Little Things," by A. Burdette Smith, Saratoga.
  4. The kindergarten with the deaf.
  5. Advanced primary work.
  6. Piano solo, by Miss Lucy A. Greene, New York.
  7. Essay—"The Importance of Mechanical Appliances," by Henry Bettels, New York.
  8. Advanced art work.
  9. Essay—"American Ingenuity," by Stanley Robinson, New York.
  10. Essay—"A Purpose in Life," by John H. Hogan, Albany.
  11. Illustrations of the various phases of articulation work.
  12. "O Mother Dear Jerusalem," in concerted signs, with vocal accompaniment.
  13. Recitation in signs, "It Never Comes Again," by Miss Ann L. Waidler, Long Island City.
  14. Essay—"The Influence of Civilization," with valedictory address, by James F. Britt, New York.
- IV. REPORT ON THE ANNUAL EXAMINATION, BY THE CHAIRMAN OF THE COMMITTEE OF INSTRUCTION, AND BY REV. DR. VAN RENSSELAER.
- V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS, AND PRIZES.
- VI. "NOW THE DAY IS OVER," RECITED IN SIGNS, WITH VOCAL ACCOMPANIMENT.
- VII. BENEDICTION, REV. CHARLES AUGUSTUS STODDARD, D.D.

## GRADUATES, 1894.

## EIGHT YEARS' COURSE.

William S. Abrams, Hiram Black, John H. Hogan, Peter J. Kiernan, George Krekel, William Kriecheldorf, Morris Marks, Blanche Young.

## SUPPLEMENTARY COURSE.

John Goor, John J. McEvoy, Herman Probst, Andrew Paul.

## HIGH CLASS COURSE.

Archibald McL. Baxter, Henry Bettels, James F. Britt, Stanley Robinson, A. Burdette Smith, And L. Waidler.

## ESSAY, "COMMON SENSE," WITH SALUTATORY ADDRESS.

By A. McL. Baxter.

*Ladies and Gentlemen* :—Another year has come and gone, and here again we find our friends assembled on this occasion to take part in our closing exercises. More than three-quarters of a century have gone by since this institution was established, and the difficult task of bringing the deaf-mute out of darkness into light was begun. Previous to the establishment of the institution, it was considered by many only a waste of time and money to teach the deaf. But the seventy-five years of experience this institution has had in the education of the deaf, has gone to show that it has done more for the welfare and success of its pupils in life than the public of a generation ago ever expected it to do.

The time has come for us to work for ourselves, as all men and women must. I shall close with the hope that the various improvements you notice to-day will meet your approbation, and that the exhibition here made this morning will indicate the success attending good and faithful work. I conclude my duty in behalf of the graduating class by extending a most hearty welcome greeting to you all.

## "COMMON SENSE."

The most uncommon thing in this world is common sense. Thackeray once said, "If I were only allowed to choose one sense, I would choose common sense."

Common sense will often take a man through this world under circumstances in which genius would fail utterly.

Common sense is not inherited, as many suppose, but can be developed and enlarged by usage.

To my mind, common sense implies a large and liberal supply of all the other senses. It likens itself to a muscle; if you use it, it will get

stronger, but if it is not used, it soon becomes small and insignificant and practically useless.

Place a man in the world without riches or genius and he may turn out what the world calls a successful man, but if he has no common sense his failure is a foregone conclusion. Education is a very important matter, but according to the old English proverb: "A handful of common sense is worth a bushel of learning."

The definition usually given to common sense is that it is the sense which all have, or, in other words, that it is the sense common among all people. In my opinion, this is a very erroneous idea; if I were allowed to give it a title, I would call it the uncommon sense.

After some accident has happened for which a person is responsible, he will often be heard to exclaim, "If I had only thought." In most cases he should have said, "If I had only used my common sense."

### "LITTLE THINGS."

By A. Burdette Smith.

There is probably nothing in creation more important or instructive than little things. Substances so small as to be unnoticeable by themselves, become grand and powerful as a mass.

The ocean, great as it really is, is made up wholly of little drops of water added together. The land, also extensive as it seems, is merely a vast collection of grains of sand.

We take up a sewing needle and say to ourselves, "This is only a little thing," and yet it is one of the most useful instruments that man has ever invented.

We gaze with wonder and admiration at the oak, the monarch of the forest, and when we first learn that it is but the production of a little acorn, we can hardly believe it.

Most of us are familiar with the old phrase, "A penny is worth a diamond." This is more than true, because a penny often grows so large as to become worth a mine of diamonds.

The way all great and rich families managed to pile millions upon millions was by making use of little things. A penny or a dollar was the foundation of their fortunes.

Everything in existence is made up of little things. We hardly realize that our own lives are made up of such.

Our lives are made like time: of seconds, minutes, hours, days, months, and years. If we could only realize how true this is we would certainly remember that "A waste of time is a waste of life." Every little thing helps to make great the hours we waste in the course of a lifetime—hours we should save and use wisely.



**THE IMPORTANCE OF MECHANICAL APPLIANCES.**

By Henry Bettels.

We live in an age of rapid motion. Every effort is made to save time and labor. To do this the inventor is continually thinking out new contrivances. Thus we are daily finding improvements in mechanical appliances.

Where formerly fifty or one hundred men were necessary to do a piece of work or raise a heavy weight, we see this now done by some little engine or tool that the cunning brain has devised. The old philosophers tried to improve their knowledge of the various branches of the general science of mechanics. Though they did not equal later ages in inventing useful articles, the Romans were favored in constructing their buildings and palaces by a few tools which appear trivial as compared with those in use to-day. They were familiar with and used the bellows for blacksmith work and employed it for the same purpose as we do.

Slow progress with inventions were made at first, but time brought success, till at last steam and its eldest child, the locomotive, followed by the steamboat and telegraph and other electrical appliances were born.

The ancients knew nothing of machines till a clock was introduced into Switzerland. The clocks made were not like ours, because the people knew nothing of the pendulum and mainspring. They used sand or water, and these were made to drop on the teeth of wheels to make them turn. Afterwards, later inventors tried to improve on this, and then they succeeded by using the pendulum and mainspring,

The beginning of small machines interested the seekers for many years, and we now see many millions of different machines.

In olden times cotton was spun into thread by hand. It was a very slow and tedious task, but was continued till the hand spinning-wheel was brought from India. Afterwards the cotton machine was invented, and this works so fast that one man can do as much work as five hundred men could do on spinning-wheels.

Formerly cars were drawn by horses, and slow sailing vessels meandered over our rivers. But to-day we see fast mail trains, palatial steamboats and steamships, all going at racing speed.

People were ignorant of machines till about the year 1800; then they made rapid improvement in manufactures from the use of machinery. There are now about 2,000,000 wonderful machines for many different purposes in the world.

Some people think that there will be finally invented a machine to produce what is called "perpetual motion." I don't believe such a thing is possible. I have seen many different inventions, and have tried to study the subject of perpetual motion. I used a good clock that can move for

three weeks, and I altered it and put in it some more wheels, but it stopped after a year. Some large clocks may run for three years, but no man can make one that will never cease. I think it is best to depend upon one clock, if it will not stop running. Suppose perpetual motion is obtained ; it can do everything. I believe the people will not then need to have coal or wood. What is perpetual motion ? The earth never ceases in its revolution and rotation ; what pushes it ? It moves of itself ; but most things are not built that way, and so I think perpetual motion will never come.

But suppose I am mistaken and perpetual motion comes to be a fact. I believe it will control us all, and then we shall fall and future generations will fall too. Perpetual motion, if it comes, will not need any assistance from us ; it can do without us. Of course many materials now used in the world would become worthless.

I have read that some men have found the means of perpetual motion, but I don't believe it, because they use simple magnetism. The perpetual motion I refer to would move without any aid in the world. I think it is of no use for us to try and find any never-ceasing machine in future. The machines of to-day are enough, do not give us trouble and fill nearly all our wants.

#### AMERICAN INGENUITY.

By Stanley Robinson.

As the world grows older and generation succeeds generation, a vast number of new implements and machines which will better the condition of man, are constantly being invented, and the old ones improved. As everything made by man is capable of being improved, the machines in use at the present time will some day be further improved. They will perform more labor and save time and money. Moreover, they will do their work far better. The United States of America seems to lead all other nations in the matter of inventions. Many things invented by the Europeans have been improved in a great measure by Americans. The Americans are, in fact, an inventive people. In every new country, as in the United States, the people are compelled to invent and manufacture things for themselves, hence the superiority of the Americans as inventors.

But little less than a fifth of a century ago we had no cable railways in any of our large cities. The cable is fast taking the place of the old horse car. We had no elevated railroads, which are, as you know, built above the streets in the cities, in order that people may travel quickly from place to place and that human life may not be in danger. Lightning presses and type-setting machines were not then known. No skyscraping edifices adorned our streets. Such a thing as an ocean greyhound, or ships that

now cross the ocean in a little less than six days, were unknown and never dreamed of.

Europe was then a month or so away. All these improvements, it is hard to realize, have come into existence in a rather amazingly short time. Most inventions are more useful than they are wonderful. When we travel in foreign lands and behold the stupendous monuments and ruins around us, we think that the ancients were more fond of inventing wonderful, rather than useful, things.

What the next and the following generations will invent or conceive is a matter unknown to us. Probably they will traverse the ærial world in air-ships ; cross the deep rolling sea in less than three days ; witness a base ball game in Chicago over a wire, a thousand miles or so distant as is that city ; behold the people and their doings on the planet Mars through a mammoth telescope, having a lense 200 feet in diameter : and so of a hundred other such wonderful scientific improvements which fairly stagger the imagination, but which in the light of past achievements are more than probable.

### A PURPOSE IN LIFE.

By John H. Hogan.

A purpose is the end or aim to which the view is directed in any plan, measure or exertion. So says Webster. It may be good or bad, according to the character of the person who conceives it. A good man is not likely to have a bad purpose. A bad man is not likely to have a good purpose. I say likely, because the unlikely will sometimes happen.

There is nothing more essential to success in life than an upright, steadfast purpose. It is the first and chief consideration at the beginning of a career. Before starting out upon a journey we must know our destination. There is a purpose in life for all. Where mental, moral or physical incapacity exist, the Divine Will leads gently on. Even an imbecile may do some good in life, although unconsciously.

Man is God's most wonderful and glorious work. All things work together for the good of man. All things have a purpose. Is it not therefore plain that man was made for some grand aim. And that to accomplish that aim God desires us all to do our best in life ? To do our best in life we must do that which we are best fitted for.

In the selection of a purpose we must first consult our elders and regulate our desires according to their advice. "Our wishes are presentiments of our capabilities." If our thoughts incline us toward some particular object that is worthy our best efforts, we should live and strive for that object. "Whatever is to make us better or happier, God has placed either openly before us or close to us," says Seneca.

A man may have several aims. He may aspire to be a great poet, artist, and statesman. To accomplish these aims, he must divide his time and attention among all three. Success requires concentrated effort, and consequently he will be unable to succeed. The successful man is one who concentrates his energies in the accomplishment of some particular purpose. As Pope aptly puts it :

“ One science only will one genius fit  
So wide is art, so narrow human wit.”

True, there may be Admiral Crichtons, but they are very rare.

There are a thousand different inlets to our purpose. Each day has its many little duties, which should be promptly and earnestly attended to. Attention to details is what best fits a man for a great undertaking. If we can not do justice to little things, how can we expect to achieve great things? Says Arthur Helps : “ My man who is to succeed must not only be industrious, but to use an expression of a learned friend of mine, ‘ he must have an almost ignominious love of details.’ ”

All crave success, but how few are willing to work for it? What others with great labor and effort acquire in a lifetime, some hope, without trying, to acquire in a few years. How absurd of them ! They forget that life is accustomed to give nothing to man without a world of toil.” And there are others with a variety of objects, but no special purpose. They exhaust their life and strength in vain pursuits, and see their mistake when it is too late.

“ The man who seeks one thing in life, and but one,  
May hope to achieve it before life be done ;  
But he who seeks all things wherever he goes,  
Only reaps from the seed that around him he sows,  
A harvest of barren regrets.”

No man should be discouraged because he does not get on rapidly from the start. “ Ad astra per aspera ” (through trials to the stars) is a good motto. “ The mind conquers everything ; it gives even strength to the body.” Greatness lies in the right use of the faculties. And that right use is their concentration in a worthy purpose.

• “ INFLUENCE OF CIVILIZATION,” WITH VALEDICTORY ADDRESS.

By James Britt.

For centuries the complaint has been that “ The halcyon days are past and these are the days of degeneracy.” We are often told that life is waning, that means of life decrease, that present education is neglected,

and that religion is erratic. All these complaints are without real foundation.

The records of earlier ages were carelessly kept, and in certain details became badly mixed. Still, in some places, careful records have been stored, showing the longevity of mankind and its advance towards civilization.

Those who talk in admiration of the good old times, often know nothing of the discomforts and dangers under which our forefathers suffered. Perhaps nothing in history of old is more pathetic. Think of many thousands dying from wars, pestilence, plagues, and diseases. They believed that such maladies and visitations were caused by the wrath of heaven. There is enough ignorance and vice in the world now, but there must have been ten times as much in former times.

As the years roll by, the earth itself has become more suitable for human existence. Numerous simple improvements have relieved man of much arduous manual toil. One great help, the steam-engine, has relieved him from exhaustive labors. The hours of labor have become shorter, work easier, and time for rest longer ; thus adding to his ease and comfort.

Several generations ago, human dwelling places had no floors ; the interiors were damp and chilly. In seeking for comfort, people covered the ground floor with straw, but even such comforts gave rise to foul exhalations and produced disease. The houses of the rich had no carpets, kings, even, had no better covering for their floors than straw and rushes. People in those days had little, if any, means for warmth and ventilating. Domestic furniture was very meagre. A round log of wood was often used as a pillow. Clothes were coarse and rude. To-day woollen and cotton goods permit the poorest to dress better than the richest of previous centuries.

The quality of the food and clothes supply are among the greatest factors in the physical and moral progress of the present generation. For three hundred years the means of living among hardworking people have gradually improved, while the severity of labor has lessened, and the chances of longevity have increased. In former ages, roads were hardly known, and transportation was slow and expensive. Time has improved the means of transportation, and made it quicker and less difficult. Commerce and wealth have thus advanced to greater possibilities.

Formerly famines were frequent. The people lived freely at harvest-time, and then were often half-starved throughout the spring and summer. The means of life were horrid and unmanageable, with an increase of hatred and jealousy among men. Following the introduction of Christianity, kindness, agreeable manners, and pure thoughts have, by degrees, wrought great influence on the minds of the people. The old Romans crowded to see gladiators at tournaments wounding and killing each other.

Even our English forefathers appreciated the law that condemns prisoners to be whipped in public, and urged the executioners to be diligent in their work. To-day brutal exhibitions are still to be seen, it is true, but they are not publicly applauded, and the weak enjoy the merciful assistance of the strong.

This is the result of Christianity. Once unknown, it has spread far among the nations of the earth, even forcing its way into places where barbarisms exist. In course of time its leaven will work and produce even better results. In order the better to observe how the world has gone forward under civilizing influences, we need but to recall the wonderful exhibits at the recent World's Fair. Here were shown the world's response to civilizing influences—the changes and improvements being made not only in material things but in the minds of the human family.

Intelligence is the chief means of enlivening human life. This intelligence is a free gift from above. A long time previous to the era of Christianity, only a small per cent. of the whole human family had any education. Inability to read and write one's own name was the rule less than three centuries ago. To-day inability to write one's own name is considered a serious blemish.

Coming to the consideration of the progress in deaf-mute education, there is no field where the civilizing power of Christian influences have produced such truly marvelous results. From an outcast among the ancients, the status of the deaf has risen till to-day, through the benign influence of this and kindred institutions, he enjoys all the rights and privileges common to man, with the simple impediment of deafness, which he has learned to accept as the dispensation of wise Providence, whose intentions are unfathomable, but whose purposes are wise and deserving of all praise.

To-day you observe the extent of the undertaking that the proper instruction of the deaf implies, and if we be pardoned for the seeming vanity, you witness some of the most satisfactory results of the most advanced method of instruction in this branch of education.

#### VALEDICTORY.

*Honored Gentlemen of the Board of Directors* :—To you we owe the boon which has been conferred upon us. Without price or reward you have freely given of your time and means to afford us, in this institution, the instruction whereby the physical impediment to our mental development might be overcome to such an extent as to make it almost imperceptible. We go forth living examples of the generosity of the great State of New York and your philanthropy, but ere the final step is taken into the great world, we beg to assure you that we appreciate this invaluable gift which has been conferred upon us, that greatest of all gifts, an education

For this we silently, yet from the innermost recesses of our hearts, most sincerely thank you. Farewell.

*Beloved Principal* :—Two years have scarcely passed since the responsibilities of your honored position were placed upon you. How successfully you have acquitted yourself of this great care, the school itself tells, but it is as our old teacher that we would talk to you. We who leave Fanwood to-day have been under your personal care for years. We are truly your boys and girls and glory in it. But out of this glory has come a tinge of sadness. The tear comes unbidden ; no more need be said than that as Principal, teacher, friend, you have been truly our guide, our parent, our benefactor. We almost envy those who remain for what the future has in store for them in this school. We can foresee in this present, the light of its future greatness. We go forth “faithful and loyal” to you, to our school, and to ourselves. Farewell.

*To the Teachers and Officers* :—You have been the agents to tear away the curtains that once held us in intellectual darkness. To-day, with enlightened minds and grateful hearts, we thank you. We shall not forget you, one and all, as we go into world armed with the weapons your care has provided us. Farewell.

*Graduating Classmates* :—Only a short time is left 'ere parting. When all is said and done, ours has been a pleasant life at Fanwood. At this moment we need courage to look fearlessly into the future which is before us. This strength we shall find in the knowledge that our training has been thorough, and that the future depends solely on our own efforts. Let us, then, with this knowledge, strive to do our whole duty, still remaining “faithful and loyal” to old Fanwood, and seeking in all things to prove worthy children of such a good and affectionate old mother. Farewell.

At the close of the literary exercises by the pupils, the certificates, diplomas, and prizes, were awarded in accordance with the following resolutions of the Board of Directors, passed June 12, 1894.

#### PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following-named pupils, viz. :

James Avens,  
Herman F. Beck,  
Katie Blackman,  
William M. Blauth,

George J. R. Ferguson,  
Florence Gabie,  
Mary Glosque,  
Julia A. Hemphill,



Joseph Kistler,  
Robert McVea,  
Henry Mendelssohn,  
Francis Picard,  
Charles Pickruhl,  
Edna Pindar,  
Henry Prinsinzing,

Annie Quinn,  
Edward Rappholdt,  
Charles J. Sanford,  
Albert Stacy,  
Walter B. Taylor,  
Henry Willis,  
Theresa Wilson,

Johanna Zettel,

who have completed, or within the coming academical year will complete, the term of five years for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved*, That the said pupils be and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That

Hiram Black,  
Peter J. Kiernan,

William Kriecheldorf,  
George Krekel,

Morris Marks,

who have completed the full term authorized by law as State pupils and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That in accordance with the provisions of the by-laws of this Institution, certificates of good scholarship be given to the following-named pupils, who have successfully completed a course of five years' instruction, viz. :

James Avens,  
Herman F. Beck,  
Katie Blackman,  
William M. Blauth,  
George J. R. Ferguson,  
Florence Gabie,  
Mary Glosque,  
Julia A. Hemphill,  
Joseph Kistler,  
Robert McVea,  
Henry Mendelssohn,

Francis Picard,  
Charles Pickruhl,  
Edna Pindar,  
Henry Prinsinzing,  
Annie Quinn,  
Edward Rappholdt,  
Charles J. Sanford,  
Albert Stacy,  
Walter B. Taylor,  
Henry Willis,  
Theresa Wilson,

Johanna Zettel.



*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz.:

William S. Abrams,  
Hiram Black,  
John H. Hogan,  
Peter J. Kiernan,

George Krekel,  
William Kriecheldorf,  
Morris Marks,  
Blanche Young.

*Resolved*, That certificates for a modified course of supplementary study be awarded to

John H. Goor,  
John J. McEvoy,

Herman Probst,  
Andrew Paul.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years in the High Class, viz.:

Archibald McL. Baxter,  
Henry Bettels,  
James F. Britt,

Stanley Robinson,  
A. Burdette Smith,  
Ann L. Waidler.

*Resolved*, That the prize for speed and accuracy in typesetting, punctuality, and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded :

First grade, John H. Hogan.      Second grade, John E. Losey.  
Third grade, William Konkel.

*Resolved*, That the prize for progress and successful attainment in type-writing be awarded to Emma F. Caddy.

*Resolved*, That prizes be given to the pupils of each division for proficiency in their respective trades, viz.:

#### CARPENTERS.

Division A.—Lorenz Heuser.  
Division B.—Hiram Black.

#### SHOEMAKERS.

Division A.—Eli Ellis, Jr.  
Division B.—William Colwell.

#### TAILORS.

Division A.—Peter Fatier and Elizabeth Norton.  
Division B.—Arthur Izquierdo and Maud Gibbs.

*Resolved*, That the prize for dressmaking be awarded to Elizabeth Anderson.

*Resolved*, That the prize for skill displayed in shirtmaking be conferred on Josephine Blaum.

*Resolved*, That the prize for plain sewing be adjudged to Jennie Bolender.

*Resolved*, That, from the interest of the bequest made to the institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :

### SPECIAL COURSES.

#### SENIOR CLASS.

Prizes for general excellence in drawing, painting, and designing, to Morris Marks, Anton Suk.

Prize for illustration work, to Samuel M. Cocks.

#### JUNIOR CLASS.

Prizes for general excellence in all the work of the year, to Louis Hatowsky, Robert H. Anderson, Gertrude Turner.

#### REGULAR SCHOOL CLASSES.

For Charcoal Drawing—Senior Division, William Long, Jr., Emma Bamman ; Intermediate Division, Ralph Lawton ; Junior Division, Mabel Pearce.

*Resolved*, That the prizes for proficiency in cooking be awarded : Division A, to Emma F. Caddy ; Division B, to Ann L. Waidler.

*Resolved*, That the Henry Jansen Haight prizes for water colors, be awarded as follows : First prize, to Frank Avens ; second prize, to Morris Marks.

*Resolved*, That the Grosvenor prize, for excellence in the reciprocal use of language and signs, be awarded to Ann L. Waidler.

*Resolved*, That the Alstyne prize, for general excellence of character and perseverance in well-doing, be awarded to Henry Bettels.

*Resolved*, That the Cary Testimonial be awarded to Stanley Robinson, for superiority in scholarship and character.

*Resolved*, That the Demilt prize, for character and scholarship, be awarded to Herman Probst.

*Resolved*, That the Frizzell prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies, be awarded to Archibald McL. Baxter.

*Resolved*, That a special prize for scholarship and character, offered by the Principal, be awarded to A. Burdette Smith.

*Resolved*, That the testimonial to be conferred every year in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the institution as has never acquired any knowledge through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to James F. Britt.

All of which is respectfully submitted,

THOMAS GALLAUDET,  
*Chairman.*

AVERY T. BROWN,  
EDWARD M. TOWNSEND,  
*Committee of Instruction.*

## FINANCIAL STATEMENT.

*Report of the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb of the Receipts and Expenditures for the year ending September 30, 1894.*

### RECEIPTS.

Amount received from State Comptroller.....	\$54,228 38
Amount received for county pupils.....	37,922 39
Amount received for pay pupils.....	1,159 75
Amount received from other sources.....	4,592 76
Amount received from Real Estate and Building Fund for deficit for year.....	78 77
	<hr/>
	\$97,982 05
	<hr/>

### EXPENDITURES.

Groceries and provisions.....	\$20,091 69
Clothing.....	9,538 92
Furniture and bedding.....	3,864 28
Building and repairs.....	4,354 89
Contingent expenses.....	2,680 75
Salaries and wages.....	15,659 88

Fuel and lights.....	\$7,925 13
Stable.....	1,299 99
Garden and grounds.....	1,782 66
Laundry.....	2,649 18
Schools.....	24,147 87
Printing.....	2,571 06
Hospital.....	1,275 98
Cooking school.....	139 77
	<hr/>
	\$97,982 05
	<hr/>

### MEMORANDA.

The following statements are of funds reserved for special uses, and not applicable to current expenses, etc., being derived from legacies and sales of real estate. The Real Estate and Building Fund, derived from sales of real estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of library. The Frizzell, Harriet Stoner, William H. Fogg, and Cary funds are reserved for the uses prescribed by the terms of the several bequests.

#### REAL ESTATE AND BUILDING FUND.

1893.

Oct.	1. To balance from old account.....	\$217,200 72
	1. To interest on bonds and mortgages.....	8,468 38
	1. To account legacy of Mary E. Bradish, final payment.....	89 40
	1. To legacy of Thomas W. Strong (net).....	1,993 00
	1. To interest on balances in trust companies.....	943 01
		<hr/>
		\$228,694 51
		<hr/>

By 22 Executive Committee drafts..... \$36,272 84

By assessment for One Hundred and Sixty-Second Street, regulating, etc., from Eleventh Avenue to Kingsbridge Road..... 2,962 71

1893.

Oct.	1. By assessment for openings for drains at One Hundred and Sixty-seventh Street and Harlem River.....	\$39 95
	By interest for 9 months 6 days.....	2 15
		<hr/>
		\$42 10

By assessment for Kingsbridge Road crosswalks, south side of One Hundred and Sixty-fifth Street.....	60 75
By searches for assessments and taxes.....	20 00
By insurance on "Mansion House," \$6,000 for one year.....	10 20
By house account for deficit for year.....	78 77

1894.

Sept. 30. Balance to new account.....	189,247 14
	<u>\$228,694 51</u>

1894.

Oct. 1. To balance from old account.....	\$189,247 14
Mem. House account owes for advances made to meet deficits.....	75,697 11

## WILLIAM H. FOGG FUND.

1893.

Oct. 1. To balance from old account.....	\$10,000 00
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1894.

Sept. 30. By balance to new account.....	\$10,000 00
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1894.

Oct. 1. To balance from old account.....	\$10,000 00
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## LIBRARY FUND.

1893.

Oct. 1. To balance from old account.....	\$4,289 78
To gift from Mrs. John F. Norbury.....	10 00
1. To interest on balance.....	170 32
	<u>\$4,470 10</u>

1893.

Oct. 1. By library committee draft.....	\$72 57
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1894.

Sept. 30. By balance to new account.....	4,397 53
	<u>\$4,470 10</u>

1894.		
Oct.	1. To balance from old account .....	\$4,397 53

FRIZZELL FUND.

1893.		
Oct.	1. To balance from old account.....	\$3,410 07
	1. To interest on balance.....	137 72
		<u>\$3,547 79</u>

1894.		
Sept.	30. By balance to new account.....	\$3,547 79

1894.		
Oct.	1. To balance from old account.....	\$3,547 79

HARRIET STONER FUND.

1893.		
Oct.	1. To balance from old account.....	\$209 53
	1. To interest on balance.....	8 44
		<u>\$217 97</u>

1894.		
Sept.	30. By balance to new account.....	\$217 97

1894.		
Oct.	1. To balance from old account.....	\$217 97

CARY FUND.

1893.		
Oct.	1. To balance from old account.....	\$143 97
	1. To interest on balance.....	5 78
		<u>\$149 75</u>

1894.		
Sept.	30. By balance to new account.....	\$149 75

RECAPITULATION.

Real Estate and Building Fund.....	\$189,247 14
William H. Fogg Fund.....	10,000 00
Library Fund .....	4,397 53
Frizzell Fund .....	3,547 79
Harriet Stoner Fund .....	217 97
Cary Fund.....	149 75
	<u>\$207,560 18</u>

Cash in New York Life Insurance and Trust Company.....	\$12,806 10
Cash in United States Trust Company.....	1,172 04
Cash in Bank of Metropolis.....	7,401 50
Cash in Institution for Savings of Merchants' Clerks,.....	5,506 77
Cash in Seaman's Bank for Savings.....	2,806 27
Bonds and mortgages.....	177,867 50
	<hr/>
	\$207,560 18
	<hr/>

STATE OF NEW YORK, }  
 City and County of New York, } ss.:

George A. Robbins, of said city, being duly sworn, says that he is the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief are true and just in every particular, and further saith not.

[Signed.] GEORGE A. ROBBINS.

Sworn to before me, this 22d }  
 day of October, 1894. }

WILLIAM H. ROCKWOOD,  
*Notary Public for New York County.*

## Report of Attending Physician.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—The residents within the Institution have, as usual, not been visited by any severe diseases during the past year, with the exception of one case each of scarlet fever and diphtheria.

The ailments which caused the largest number of pupils to seek treatment in the hospital were tonsillitis, mumps, chicken-pox, and influenza. The source of infection in the case of scarlet fever could not be ascertained ; a special nurse was engaged to care for this patient, and she herself contracted the disease from him, and was cared for in the isolated hospital until her recovery.

The case of diphtheria undoubtedly brought the disease from his home on his return from vacation. The case ended fatally, furnishing the only death which we have to record among the pupils while in the Institution during nearly seven years.

A list of the names of the diseases treated and the number of cases of each is appended.

Disease.	Cases.
Abscesses .....	24
Appendicitis .....	1
Chicken-pox .....	13
Contusions .....	7
Diarrhœa .....	3
Diphtheria .....	1
Eczema .....	28
Epilepsy .....	5
Fracture of Humerus .....	1
Hæmorrhoids .....	1
Hernia .....	2
Influenza .....	16
Ivy poisoning .....	2
Jaundice .....	1
Laryngitis .....	3



Disease.	Cases.
Mastitis.....	1
Mumps.....	41
Neuralgia.....,	3
Ovaritis.....	2
Pleurisy.....	2
Remittent fever.....	2
Rheumatism.....	5
Ringworm.....	15
Scarlatina.....	1
Sprains.....	3
Stomatitis.....	2
Syphilis (hereditary).....	1
Tonsillitis.....	53
Whooping cough.....	1

Yours respectfully,  
W. T. ALEXANDER, M.D.

November, 1894.

## Report of the Ophthalmologist and Otologist.

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NO. 38 EAST TWENTY-SIXTH STREET,  
NEW YORK CITY, *October 1, 1894.* }

*To the President and Board of Directors of the New York Institution for  
the Instruction of the Deaf and Dumb :*

GENTLEMEN :—During the fiscal year just terminated, nothing out of the usual has occurred in this department that warrants special emphasis.

The usual number of cases of eye and ear disorders have manifested themselves, and have been met with prompt, and, I think, in all cases, effectual remedial measures.

In some instances, unfortunately, the unsavory surroundings of tenement-house home life during vacation periods are primarily responsible for the unhappy conditions referred to. This primal factor, however, is necessarily persistently intermittent ; has been and will be, probably, for many years to come. Recognizing, as we do, the baneful influences of non-hygienic surroundings and conditions to which many of the pupils are necessarily exposed, particularly during the long summer vacation, we are less surprised at summing up the results at the beginning of each fall term, and more ready to successfully cope with them.

The present year has not been prolific in excess of others in this respect. Now that the gymnasium is completed and the pupils are being regularly exercised therein, the prospects of improvement in general physical condition as well as the hope of the establishment of a full and complete individual desire for all that is healthful, cleanly, and personally sanitary, can but lead to anticipate for a decided physical improvement that shall be manifested in many ways, and that will, I trust, be a potent factor towards abolishing many eye troubles that have, heretofore existed.

The troubles here referred to are of inflammatory nature, affecting the inner surface of the eyelid, and sometimes extending even on to the eyeball itself. They are of an infectious and contagious nature, and are generally, if not always, contracted outside of the institution. By constant care and watchful exercise over each pupil so affected, and he or she

being required to report daily, or even oftener, at the hospital, I have been thus far successful in preventing any spread of such diseases as have been brought to my notice.

Each pupil, as soon as admitted at the beginning of the fall term, is examined for such trouble, and, when it is found to exist in a given instance, he or she is immediately isolated from the pupils at large, if such a course is deemed advisable, and for such time as may be considered necessary or expedient. All possible modes of communicating disease are carefully considered, and every precaution taken to protect the pupils and officers of the institution. As a result of these precautions, combined with the proper remedial agents, I am pleased to state that not one case of pannus, so frequent in many of our institutions, exists in this institution to-day, nor has there been such a case since the adoption of the system now in vogue of individual towels throughout the institution. In relation to the change in all the lavatories, from the old and disgustingly unclean roller towel to that of individual towels some years ago, I take pleasure in complimenting the management on their foresight, as well as their kindly intent to the pupils, by making such a change. Many of the smaller pupils even would to-day feel very much chagrined, or worse even, were they compelled to resort to the roller towels again. At present each pupil uses a clean towel at each ablution, and thus the greatest and most alarming source of danger in the communication of eye disease is absolutely abolished. That the expense to the institution in dollars and cents per annum is considerable, I admit, but still I am convinced that it is much cheaper for this institution to incur such expense for its charges, than it would be to be held morally responsible for all the evils to sight and happiness that might easily accrue under the old system, a system which, I am told, is still continued in many of the eleemosynary institutions, and which is replete with all the dangers of contagion in their most insidious form.

During the past twelve months several cases demanding operative interference have come under my care, but, in some instances, parents or guardians have refused their consent to an operation, consequently such pupils have been unwisely deprived of benefits to which they were entitled; others have, on the contrary, gladly availed themselves of the privileges at hand, and are but justly much pleased with the benefits they have derived at the hands of your honorable body.

Very respectfully yours,

FREDERICK C. RILEY, M.D.

## Report of the Dentist.

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308 WEST ONE HUNDRED AND TWENTY-FIFTH STREET, }  
NEW YORK CITY, *November 1, 1894.* }

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN.—During the year ending October 31, 1894, the dentistry for this institution has been as follows :

Number of hours.....	582
Number of fillings.....	1,328
Number of extractions .....	<u>192</u>

Time has been donated to the institution, which has not been reckoned. Each pupil has been examined at least twice since the dental work began, and many of them the third and fourth time. Some of the cement and gutta percha fillings have failed. Only eight hard fillings have failed thus far. New cavities have been found in each mouth where this has occurred. All defective fillings have been replaced without charge or count.

Of the pulpless teeth filled in May and June, 1893, five have given trouble. Two of them I was unable to subdue, and extraction was necessary. The rest were made comfortable.

Nine of the capped nerves have died. Six of these teeth have been treated and saved, the other three gave trouble when the pupils were away, and were extracted by others.

Probably the filling of pulpless teeth, and capping of exposed pulps, will be needed but little in the future. The extractions the past year have been trifling, being confined to the deciduous teeth of children, except in the case of new pupils, whose mouths are found in the usual state of neglect.

During the year no accident, exceptional case, or disagreeable incident has occurred to be reported.

Yours very faithfully,

CHARLOTTE E. BENTON, D.D.S.



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**THE HISTORY OF ARTICULATION TEACHING**

**IN THE**

**NEW YORK INSTITUTION**

**FOR THE**

**INSTRUCTION OF THE DEAF AND DUMB**

**THE FIRST ORAL SCHOOL ESTABLISHED IN AMERICA.**

**By ENOCH HENRY CURRIER, M.A., PRINCIPAL.**

**READ BEFORE THE FOURTH SUMMER MEETING OF THE AMERICAN ASSOCIATION TO  
PROMOTE THE TEACHING OF SPEECH TO THE DEAF,  
CHAUTAUQUA, N. Y., JULY 11, 1894.**

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# Articulation Teaching in the New York Institution.

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It may be in the nature of a surprising statement to many present at this assembly, that articulation teaching at the New York Institution traces its origin to the very beginning of the scholastic work. The original policy which controlled the institution had, with regard to the instruction of its pupils, two distinct objects in view. The first was, to instruct them where deafness had been confirmed in childhood, and it was impossible to have them taught in the usual way ; and the second was, to have such attention paid to the organs of hearing, as to give to the pupils every chance of restoration. The promulgation of this policy as the basis of their system will be found among the first public declarations made by the directors.

As early as 1819, this policy went into effect, following upon the report of a committee of the directors appointed for the purpose of determining the merits of what are now known as "oral" and "aural" instruction. The results of their investigation were expressed in the opinion that "the pupils who are restored to hearing are not, of course, enabled to understand the meaning of sounds. That is the result of social intercourse. The ear must be gradually accustomed to know and estimate the tones and vibrations it receives. So it is with the organs of speech. They are brought into action by imitation and practice ; and this, too, is an exercise connected with the presence of our fellow creatures. It is believed that the art of comprehending articulate sounds, and of giving them vocal utterance, can be best acquired in the way of direct and scholastic practice. This is recommended as a novel and important part of the system of education of the deaf and dumb, who, after long incapacity, are finally freed from their obstructions, but still require information as to the significance of spoken language when addressed to them, and of the use of it as a medium of communication with others."

In accordance with this recommendation, Dr. Samuel Ackerly, one of the earliest and most efficient friends of the Institution, of which he was, for ten years, at once physician, secretary, and superintendent, and also, in 1821, the compiler of a work entitled, "Elementary Exercises for the Deaf and Dumb," conducted a careful examination of sixteen pupils of the institution, and after ten weeks' steady and laborious attention to these sixteen cases, he concluded that six of them had improved in their hearing



and might be removed from the institution and taught like other children at an ordinary school. He recommended that, with this purpose in view, they should have less intercourse with the other pupils, and be exercised in the rudiments of spoken language, beginning with easy words, and gradually proceeding to those of two, three, or more syllables, finally to short and easy sentences. By this method they would speedily obtain a knowledge of sounds, and have confidence enough to make efforts to speak ; whereas, under their present environments, though they heard they did not speak, for want of that knowledge ; they continued, rather, to express their ideas by signs, as, from long practice it was much easier to do, than to exercise their vocal organs. He further recommended that they should be exercised more in elocution, and less in gesticulation, otherwise they might forever remain mutes, notwithstanding their improvement in hearing.

Following out, in a general way, the recommendation thus presented, the first teachers in the New York Institution, both Mr. Loofborrow and the Rev. Dr. Stansbury, who had employed more or less articulation in their instruction from the outset, adopted what was then known as the English system. They endeavored, with the aid of Watson's "Instruction of the Deaf and Dumb," to teach articulation, at least to such of the pupils as retained a remnant of speech or hearing. The teachers, however, were ill acquainted with the methods required for the work, and the results, as might be expected, were unsatisfactory. After a trial the experiment was abandoned. Several of the pupils, indeed, acquired the ability to articulate by difficult and painful efforts, a few simple sentences, but in a tone so harsh and indistinct, that it was both unpleasant to hear and difficult to comprehend. After a time the attempt was, by general consent, given up ; and the teachers, having secured from France the works of Sicard, endeavored, to the best of their ability, to adapt his system to the structure of the English language, and the circumstances of their school.

The direct cause of the setting aside of the articulation method used by the first teachers at the New York Institution, was, that, pending the erection of new buildings for the institution, in 1827, the Superintendent of Common Schools, who had been specially commissioned to institute a comparison between the New York school and the two others in neighboring States, had discharged the duty assigned him by visiting and carefully inspecting the schools at Hartford and Philadelphia. In April, 1828, this official made to the Legislature a detailed and very able report, in which, judging from the results obtained in each school, a very decided preference was given to the system pursued at Hartford and Philadelphia. There had been but little intercourse between the schools, and the directors and teachers of the New York Institution had supposed that their own success was equal to that of others ; but the verdict of a competent

judge awakened them to the necessity of placing their school on higher ground. No sooner, therefore, was the labor, which had for several years engrossed a large portion of their solicitude, crowned with success by the completion of new institution buildings, than the directors turned their attention to the not less important object of securing a full corps of able and experienced teachers, and of shaping their system to more fully accord with the recommendations of the special committee.

The first attempt with articulation was not, perhaps, continued a sufficient length of time to fully test the practicability of success, or to determine the expediency of incorporating this instrument into the general plan of instruction. At the time alluded to, in fact, there existed in this important particular, nothing like unanimity of opinion among instructors either at home or abroad. The art of instructing the deaf had not settled down upon certain fixed principles; its theory, even, had been but imperfectly outlined, and the results of experiments had been but partially collected and compared. The attempt was, therefore, necessarily abandoned in order to avoid, in the infancy of the establishment, any measure which, in the minds of its friends, might be of doubtful utility.

However, the efforts looking toward aural development among the pupils were not wholly abandoned. Dr. Akerly gratuitously instituted a series of experiments to ascertain whether the hearing of the pupils could be restored, or materially improved, by skillful medical treatment. The small success of the praiseworthy attempt discouraged its continuance, and it was not until within the past ten years that the subject of the special instruction of pupils with defective hearing was resumed and placed in charge of the present principal, under whom, it is not too much to say that most satisfactory results have been attained, with the prospect of accomplishing even better work in this line of instruction.

That the school had not reached a final decision against articulation became manifest within a short time. Two years subsequent to the introduction of the French system, the President of the Institution, the Rev. James Milnor, D.D., was sent abroad to make a personal inspection of European schools for the deaf, with special reference to the value of teaching articulation to the deaf. As a result of his recommendations, measures were taken to reintroduce this branch into the school on the same lines that were employed in the schools of Watson, Vaughan, and at Paris, and matters thus continued for three years.

About this time, in 1833, the Institution, under the administration of the elder Peet, began to evolve a distinctive system. Methodical signs were abandoned as an instrument of instruction. The means on which the principal reliance was placed were actions, writing, symbolic grammar, design, and the manual alphabet. The employment of words, themselves, was considered preferable to that of signs instituted for the sole purpose

of recalling the same words. The utility of articulation in conjunction with the power of reading the lips was no longer questioned, so far as New York was concerned, and increased facilities were offered the pupils to acquire the power of articulation.

While the place of articulation as a definite branch of instruction was thus permanently fixed in the school, as a result of further experiment and investigation, there gradually arose a question bearing upon the relative merits of the plan of teaching articulation and that which confines itself entirely to written language. Both plans were favored in the school by equally conscientious and eminent instructors. Here it may not be out of place, considering the early date at which the question was brought forward, and, furthermore, considering the influence, the decision reached has had in shaping the methods now employed in the New York Institution, to give in full the arguments which led to a final decision. The *raison d'être* of this investigation begun in 1840, was, as the principal, Dr. H. P. Peet stated—

“To examine a little in detail, the considerations which bear upon the relative merits of the plan of teaching articulation and that which confines itself entirely to written language. In doing this, it is by no means necessary that we should pronounce the condemnation of either, since to neither are we opposed, in cases to which, from peculiar circumstances that may seem peculiarly adapted, the object of the inquiry is rather to distinguish what may be the circumstances which give, in some instances, a fitness to one of the methods, which the other may not possess for those in a less eminent degree. Were we to pursue the investigation with any other object, we should go back to the ranks of controversialists, by whom, even less than half a century since, the true philosophy of our art was involved in a maze of uncertainty and confusion.

“We need not hesitate to state, therefore, in the outset, that we ourselves, in common with many others more able than we pretend to be, have heretofore avowed the conviction that there are many cases in which articulation is easily practicable, and, therefore, desirable that it should be cultivated, while, for the most part, we have in our practice, taught language in a visible form. We have avowed, and see no reason to withdraw the avowal, that it seems to us by no means impracticable, in the same institution, to unite, for different classes of persons, the advantages of both methods. Their antagonistical character, no longer for us, seems of necessity to exclude either from the institution in which the other is at the same time vigorously practiced.

“Let us first, then, for a moment give our attention to the advantages which may accrue, from giving to deaf-mutes the power to articulate like their more favored fellow men ; and, in turn, to read upon the lips of those with whom they converse, the words which are addressed to them.

“Considering the painful privation under which a human being must labor, cut off from all means of intercourse with others, through the channel of sound, we need hardly say, that whatever tends to alleviate this misfortune deserves our most careful attention. It is calamity enough, even supposing ourselves perfectly successful in imparting this proposed control of the voice, and this faculty of distinguishing motions so almost imperceptible as those of the lips, that still our pupils are insensible to all those pleasures which flow in upon the soul through the ear. It is calamity enough that all the sweet sounds of nature, all the charms of melody and harmony, the soft and soothing words of friendship, and the tender tones of sympathy in suffering, must still remain forever unknown, and forever unenjoyed by the objects of our solicitude. Yet, though the delights of which this sense is a medium are hopelessly unattainable for them, still, if we can enable them to avail themselves of their highest uses in the business of life, we place them on an immeasurable eminence above those who have no resource for the expression of their thoughts but the tardy pen, and who are often thrown into situations where even that seems next to useless.

“The rapidity of speech is one of the prominent advantages of this mode of communication. It enables the possessor of the faculty to compress much into a space of time so brief as to multiply beyond calculation the sources of information presented in the daily intercourse of life. This, to the deaf-mute, is an advantage which need not be enlarged upon. The school, to him, is far from being the sole arena of his education, and his life-time the duration of his instruction. This, indeed, is true of all ; and it would not be named here, but for the fact that of this class of persons it is so to a degree beyond any comparison, greater than it can be of any other. But in another respect this dispatch is of the highest importance. There occur moments when time is indeed more than gold ; moments when delay is full of danger, or attended with serious inconvenience or injury ; when communications of the greatest importance must, if made at all, be made almost instantaneously. Writing can rarely fulfill on such occasions the province of speech.

“It is another advantage of articulation that, by means of it we may communicate when the hands are employed, or when the materials for writing are unattainable. No foresight can altogether avoid exigencies like these ; and whenever they obviate the occasional inconvenience of this nature which must occur, we could not hesitate to pronounce the attainment of articulation highly desirable.

“Moreover, there are many, even among our own generally intelligent countrymen, who are incapable of using the pen. With them the deaf-mute can have scarcely any intercourse whatever. And yet it is with such that he must come in contact, often, in cases in which it is of the greatest

importance that he should make known his wishes. Servants and laborers, and a multitude of those with whom in travelling from place to place, it is necessary to converse, are of the class most likely to be deficient in the kind of knowledge most important to him.

“Many, too, though not unable to write, are so extremely inaccurate in their orthography that to one unacquainted with sound, their words seem almost a foreign language. This is an evil of immense magnitude to the deaf and dumb. Even persons who pass for educated are often, in this respect, shamefully ignorant.

“What must it be with those whom the deaf-mute, in numberless instances, is destined to meet in the bosom of his own family?

“Not, however, to go into a tedious enumeration of all the advantages of articulate language over writing, advantages in general too obvious to require to be stated, no one, we may safely assert, can be so unreasonable as to deny that, if practicable, these advantages should be thrown open to the deaf and dumb.

“If *practicable*, therefore, we conclude that the deaf-mute should be taught to articulate. We must carefully examine in this case the full meaning of the word practicability. Suppose a pupil to manifest just such aptness for acquiring this species of knowledge as by constant application during the period allotted to his education, he may be taught to speak and read on the lips of others a limited vocabulary of words. Suppose, too, that he articulates imperfectly, as, except after very long practice and very persevering correction, he will very often be likely to do. Suppose, on the other hand, he reads more imperfectly still; for this latter art is of more difficult acquisition than the former. Will such an one, on leaving school, possess a knowledge of spoken language sufficient to make the advantages we have already enumerated his? Will he be able to communicate with the rapidity which is one of the most valuable properties of articulate language? Will not, on the other hand, the necessity, continually occurring, of repeating and repeating his own words, and demanding a similar repetition from others, render the use of this imperfect faculty irksome in the extreme? And if, moreover, in the long period of close application necessary to acquire even the little he has to boast, his mental cultivation should have been, as of necessity it must be, to a great degree neglected, can he be said to possess a fair equivalent for what he has thus lost? For such a one, can we, therefore, reasonably say, that instruction in articulation is *practicable*?

“There evidently must be, then, a limit to the extent to which this mode of education is pursued; for when we recollect in how very many cases, even of those in which this painful labor of teaching articulation is not attempted, but in which every moment of time is devoted to the development of ideas and giving them names, the fruit of all our toil is but insig-

nificant at last, we can not but acknowledge that there would be many more, in which, to essay the greater undertaking, would but result in similar disappointment.

“On the other hand we find some who, having lost their hearing at a period of life a little advanced, have still retained nearly or quite in perfection the power of articulation. For them there is no need of special instruction in this particular, and it is certainly desirable that they should not be allowed, by total disuse, to lose, as without practice they will lose, so valuable a possession.

“There are some, also, who without being able to articulate, still retain some degree of hearing. These, too, if apt learners, may with propriety be instructed in the use of the voice.

“There remain, finally, perhaps a few who with neither of the advantages just named, from their uncommon docility, may, with some pains, be enabled to attain the benefits of articulate language. But of such it seems to us the number must be limited, for whom, within the period ordinarily devoted to education, it will be possible to make such an acquisition. It would appear that long trial is unnecessary to ascertain, in regard to any one, the fact. Should the prospect prove unpromising, it would be, in the highest degree, injurious to his best interests to allow him to proceed. All time spent in this pursuit, should the object remain unattained at last, is so much time thrown away.

“In theory it may be true, that the education of the deaf and dumb, is only carried to its highest degree of perfection, when the pupil has been introduced to a knowledge of the language of his country, not only in written form, but also as it is spoken by those who hear. But practice must be made to bend to exigencies, interposed by circumstances beyond the power of the teacher to control. Of these, the principal are the limitation of time, and the varying abilities, as well as physical organization of the subjects of instruction. For the great mass of the deaf and dumb in our country, it would seem that we have no choice but to teach them words under their visible form.”

Such were the considerations and deductions that influenced the greatest principal the New York Institution has ever had, in his decision to employ articulation whenever practicable, while still continuing to teach language under a visible form. This has been, and continues to be the keystone of the system of instruction employed at Fanwood.

Some ten years subsequent to the formulation of this expression of policy, in consequence of the impression produced in the public mind, to the disadvantage of the American institutions, by a report put forth by no less distinguished visitor to the European schools than the late Honorable Horace Mann, the Board of Directors of the New York Institution, with its usual liberality and determination to obtain and adopt the best possible



system of instruction, in 1844, sent a special agent to examine critically the European schools for the deaf, especially those in Germany, and report the results of these investigations. The gentleman selected was the distinguished instructor, Rev. Dr. George E. Day, at present a professor in Yale University. In reporting his conclusions he says :

“In view of the actual results of the German system, and the serious disadvantages which attend it, I can by no means agree with the opinion expressed by the late American writer, that the schools for the deaf and dumb in Prussia or Saxony are superior to our own, or recommend the German mode of instruction. *The German method has advantage for the few ; the American method for the mass.* In attempting to teach all, or nearly all, to employ oral language, the German schools succeed in obtaining solid results with only a select number, while a large portion of the scholars are seriously impeded in their progress by the process.”

Again in 1851, Dr. Harvey P. Peet, the President of the Institution, while making an extended tour of Europe, visited many of the articulation schools. In speaking of the teaching of articulation he says :

“On this head, I can but repeat and confirm the views expressed in the able report of the Rev. Dr. George E. Day, made to the board seven years ago.”

Ten years later Professor Day, at the instance of the directors, made a second examination of the foreign schools where articulation was extensively taught, with the view that the school might profit from any additional improvement in this branch of instruction. He reported that—

“A certain portion of deaf-mutes may, with a sufficient expenditure of time and labor, be taught with more or less advantage, to articulate mechanically and to read from the lips. This class consists of semi-mutes, mutes who became deaf after having once learned to speak, and now and then those who possess special aptitude, mentally and physically, for this kind of instruction.”

“While the teaching of articulation and the labial alphabet should be confined to the proportionately small number of so-called deaf-mutes who are specially qualified to receive it, no pains, on the other hand, should be spared in faithfully laboring to teach this peculiar class to speak and read upon the lips. Experience shows, within the limits which have been described, its feasibility. Every consideration of justice and humanity requires that the means should be used with the most steady and conscientious diligence. If the unfounded assertions and exaggerated statements of persons, who are either interested witnesses or else incompetent judges, shall have the effect of calling attention to the duty of providing special instruction in oral language for the limited number of the deaf and dumb who will surely be benefited by it, an important and desirable result will be secured.”

In order to carry out the recommendations of this distinguished teacher, the directors spared neither time nor means to give the instruction in articulation the fullest possible opportunity to produce its best results. For years, several of the teachers had given time and labor to this subject, but it was believed that better results still were attainable, and accordingly efforts were made on a more extensive scale, and in a more systematic manner to improve the ability of the pupils to speak and read the lips. To facilitate this object, the Committee of Instruction, in September, 1867, authorized the Principal to confer with some intelligent young man who had had a thorough medical education, with a view to his becoming a professor of articulation in the institution. The reason for selecting a physician rather than a non-professional man, was the great advantage arising from a knowledge of the anatomy and functions of the organs of speech. He might thus discover important principles which would make the Institution in this respect, as it desired to be in every respect, foremost in its specialty. It was very difficult to at once find a man possessing the desired qualifications for such an important post, and while awaiting the discovery of an instructor of the desired character, O. W. Morris, A.M., the most experienced of the professors, and who had paid considerable attention to this subject, was appointed instructor *ad interim* in articulation and lip-reading.

Before the close of the year, the special teacher of articulation was temporarily secured in the person of Dr. Orrick Metcalfe, a physician of talent and thorough medical education, and to him were assigned, as assistants in the work, three of the most intelligent lady teachers. In addition to his labors, he entered upon a course of examinations and experiments, having for its object to test more fully than had yet been done the interesting question, whether the hearing of some of the pupils could not be restored ; or, at least, so far ameliorated that they might become able to distinguish the human voice by the aid of some sort of acoustic apparatus.

On the resignation, in September, 1869, of Dr. Metcalfe, the Board of Directors secured the services of Professor Bernhard Engelsmann, a gentleman from Germany, who had made himself familiar with the theory and practice of instruction in this specialty which were in vogue in that country. Assisted, in his department, by the three ladies associated the previous year with Dr. Metcalfe, he also had the co-operation, during a portion of each day, of seven of the other teachers in the institution. The experiments in aural surgery, initiated by Dr. Metcalfe, with a view of ascertaining whether the condition of any of the pupils offered any reasonable hope of their restoration to hearing, were continued by Dr. L. A. Rodenstein, the attending physician.

The school of articulation and lip-reading thus established under Pro-



fessor Engelsmann, assisted by Misses Meigs, Hamilton and Ransom continued, and showed remarkable cases of proficiency, both in speaking intelligibly and in reading readily on the lips, including some who were deaf from birth. Beginning with 50 pupils, the number increased, as by degrees it became evident that a greater proportion of the pupils were capable of deriving decided benefit from vocal exercises. In addition to his regular duties as principal teacher in the articulation department proper, Professor Engelsmann gave daily attention to training the instructors of classes in other departments, to teach articulation, the object being to give such lessons to all the pupils in the Institution, devoting to each time enough to discover whether or not his capabilities were such as to warrant the expenditure of time and labor. It is but just to add in this connection, that by the continued employment of Professor Engelsmann, who eight years previously had introduced into this country the German system of teaching articulation, and who was considered to be its most experienced exponent on this side of the Atlantic, the Directors of the New York Institution offered the surest guarantee of their determination to place this important branch of deaf-mute education upon a foundation which would secure to the pupils the highest benefits it could confer.

In May, 1872, the Principal of the Institution, Dr. I. L. Peet, accompanied by the teacher of articulation, Professor Engelsmann, visited the schools at Hartford, Boston and Northampton, to examine the system of Dr. A. Melville Bell, which had been introduced by his son, Dr. A. Graham Bell, and through the courtesy of Dr. Bell, Miss Dudley, Miss Fuller, and later, the teachers of the Northampton school, they had an opportunity of thoroughly investigating the character and primary results of the system. The outcome of this visit was the introduction of the Bell system in our Institution with the opening of the academic year, in September, 1873.

The German system previously employed being incompatible with the use of the Bell system, then lately introduced, Professor Engelsmann retired, taking with him the esteem of his co-laborers and the regard of the pupils and their parents. Professor Weston Jenkins was placed in charge of the reorganized department, Misses Meigs and Hamilton continuing as assistants, and in two of the regular classes composed of semi-mutes or semi-deaf pupils, articulation and labiology, in connection with writing, were made the constant instruments of communication between the teacher and pupil. Thus it will be seen that while articulation and lip-reading were not neglected they were not considered as a special means of intellectual development, but rather regarded as acquisitions valuable in themselves, and not to be neglected in cases promising success.

During the last two months of the year 1874, Miss Carrie E. Handy, who had formerly been a pupil of Dr. A. G. Bell, was added to the staff of articulation teachers for the special purpose of initiating the pupils and teachers in the Bell method of illustration, the number of pupils in this department being increased to 122. The following year all the hearing teachers were required to spend a portion of each day in applying the Bell system to their classes, while the professor of articulation, except so far as he was charged with the responsibility of seeing that the instruction in this branch was scientifically conducted, confined his personal attention to the classes taught by those of the teachers whose individual deafness made it impossible for them to impart instruction in this branch.

This arrangement continued without change, with the exception that, in 1877, the present principal of the institution became the professor in charge of the articulation department, and the whole number taught speech was increased to 161, or about 30 per cent. of the school. In this department, as well as in every other, the school was steadily seeking after higher success in spite of all obstacles. Still, it was found advisable to recognize the limitation which ought to control the endeavors of every conscientious teacher. The inquiry obtruded itself: Are there any reasons why deaf-mutes, as a class, should not be taught articulation? Admitting the question of fact, that deaf-mutes who have never heard or spoken have been taught to utter words and sentences so distinctly as to be understood, is there any reason why the experiment should not be made with every deaf-mute, and abandoned only after all effort has been exhausted? And here the remark seems pertinent, that, making due allowance for the imperfection of everything human, a work to be properly done, should be thoroughly done. No mere approximation should be accepted.

It was with these considerations and limitations in mind that the work under the new director was diligently pursued, and the results of the first year's work were submitted to a Special Committee of the Board of Directors, at the head of which was the Rev. Stephen H. Tyng, Jr., D.D., one of the most enthusiastic members of the Committee of Instruction on the subject of articulation. He reported: "The examination of the class in articulation and lip-reading convinced your committee that, so far as semi-mutes are concerned, this is an important department of instruction, and should be continued, as it has heretofore been, in the hands of an expert in this specialty. But in respect to the congenitally deaf, the committee are of the opinion that the percentage of beneficial results are so small as not to encourage its continuance where it conflicts with other studies. The Bell system, which has been selected as presenting the most favorable results, is admirably adapted to aid the semi-mute in his efforts to recover the lost power of speech, and to cultivate the rare but invaluable gift of lip-reading."

The following year the results were more favorable, and brought forth from the committee of examination the expression that they were—

“Profoundly impressed with the success of Mr. Currier’s efforts, and it is proper to remark, in passing, that there has been a general testimony, on the part of those who have visited different articulating schools, that he has secured better results than are usually to be met with.”

At the time this report was presented there were 130 pupils in this department, under Professor Currier, Professor Jenkins, Miss Meigs, and Mrs. Clarke. The object aimed at under the system of instruction pursued was not to increase knowledge of language, but to give an additional means of expression, one which would unquestionably be of some use to the pupils when they came to mingle with hearing persons. The principle of selection was to take pupils, not semi-mutes, who had great quickness of perception, or who had such a remnant of hearing as would enable them to catch the vowel sounds. The method of teaching employed might properly be denominated the syllabic and owed its origin to Dr. I. L. Peet’s studies in this direction. The consonants were all taught, not separately, but in connection with a selected vowel, and were made to depend on this for their utterance, as initials, or terminals, or both. The visible speech symbols of Dr. Bell were at first employed, and the pupil was afterward taught to translate them into their written equivalents. In practice the teacher first uttered a syllable, the pupil read it on the lips, and having written it on his slate in symbols pronounced it. The advantages of this system of teaching articulation, it was believed, were that it secured smoothness of utterance and a facility in lip-reading.

Upon his return from the second International Congress, held in Milan, in 1880, Dr. Peet suggested to the directors the advisability of adding a teacher of articulation to each of the two families of primary pupils, who had much time at their disposal, which could be usefully employed in training them by the syllabic method. The opportunity would thus be given to every pupil to begin to learn articulation at the age most favorable thereto, at the same time enabling the teacher to tell more positively with what cases this practice should be discontinued after they had been advanced to a higher grade.

Rev. Dr. Charles A. Stoddard, the representative of the Directors at this Congress, gave it as his opinion that “The results which have been attained in Europe, and the great unanimity with which continental instructors now urge and employ the system of articulation and lip-reading as the best method of education, still more deeply impressed me at the Milan Conference, and I think the New York Institution will not properly serve the State in its great work, nor keep abreast of the public sentiment and demands in this matter, unless it shall establish and maintain a primary department of selected pupils who shall be taught entirely without

the use of signs ; in which the pupils shall speak only by articulation themselves, and be communicated with by no other medium than that of lip-reading. In this way only can we test the method which is now generally in use on the continent, and learn its actual advantages and limitations. I am not by any means prepared to abandon our present teaching by the eclectic method—viz., the use of signs, the manual alphabet, the written language, and articulation, in combination or separately, as experiment shows to be best, but we may profitably use the experience of foreign teachers for the benefit of our own Institution."

In response to these recommendations special efforts were made to impart systematic instruction in articulation to the congenitally deaf, and the total number of pupils receiving instruction in articulation increased to 224, fully 50 per cent. of all the pupils in the institution. In order to accomplish all that was possible for pupils of this class, two accomplished teachers, Miss Annie B. Garrett and Miss Elizabeth Mitchell, were secured for the primary classes. Thus 100 little boys, in a separate building at Tarrytown, and in the Mansion House at New York, besides the other boys and girls taught in the Main Building of the Institution, were taken at the very outset of their career to be thoroughly tested as to their ability to acquire this important accomplishment.

The teachers who gave their whole time to instruction in articulation had now reached six in number, and the Principal, Dr. Peet, with the Professor in charge of articulation, gave most careful supervision to the work in this direction. The line in which experiments were especially directed, had reference to the possibility of effectively substituting a labial for a manual alphabet for the purpose of dictation. It was considered that the advantage to be derived from reading from the lips over reading from the hand, was that the deaf-mute who had acquired this ability could use it in following spoken sentences wherever he might be, and might thus be brought practically nearer to those who hear. By the application of certain rules devised by the Principal, it was found comparatively easy to teach the pupils to distinguish by the eye, the movements of the organs made in pronouncing each elemental sound. The acquisition of this alphabet required much time, and constant repetition in the presence of the pupil of the 27 consonant and 19 vowel sounds. The result was that in every instance where this alphabet was mastered, the pupil could read the lips without guess work, and could speak every word phonetically given to him. This principle established, it was applied to every pupil in the Institution, in accordance with the recommendation of Rev. Dr. Stoddard, who, in 1883, as the result of his observations at the Brussels Conference, had reported :

"As the result of my visit to the Congress, and the deaf-mute schools on the continent of Europe, I urge the Directors to extend oral instruction,

and instruction in lip-reading, to every child under our care. If, upon a thorough trial, it proves impossible in any case to teach a deaf-mute to speak so that he can be understood by hearing persons, or if, from defective vision, he is unable to read the lips, we can resort to the manual alphabet or the sign language for his instruction. With the results attained in Europe by the oral method before us, it seems to me unwise and unfair to our pupils and to the State, to cling to the sign language as the best method of instruction. I would not advise the hasty discarding of the manual alphabet, but the opinion which I expressed three years ago, that the dumb should be taught not to make signs, but to speak and read the lips, is strengthened by my recent visit."

With the beginning of the fall term in 1883, the instruction in articulation was modified and improved by a most interesting discovery. Experiments had previously been made at the Institution with the Rhodes audiphone, and with the rigid metallic ear trumpet, which surprised deaf people, who, without it, were absolutely unconscious of ability to perceive vocal sounds, but who were keenly sensible thereof when those sounds were uttered within its cavity. It was, however, reserved for the present Principal, at that time in charge of the department of articulation, lip-reading and aural development, by an independent discovery, to show that through the flexible ear-tube, 50 out of 370, or a little over one-seventh of the pupils in attendance at the time, were not only able to hear the voices of others, but for the first time in years, and, in most cases, in their lives, to hear their own voices.

The result of this discovery has proved of the greatest importance to us in aural instruction. It is not sufficient for the pupil to hear what is said to him. He must also hear himself say the same thing. In practical instruction, the teacher first speaks to the pupil, through the flexible tube inserted in his ear, and then requires him to transfer the mouthpiece to his own lips and repeat the words that have been spoken to him. This enables him to compare his own enunciation with that of his instructor and, after repeated trials, to imitate it with an approach to exactness. But for this, he would be entirely dependent upon the ear of his preceptor, to whom he would have to look for information as to whether he were speaking correctly or not. With it he can depend, in a great measure, upon his own ear, and merely ask of his teacher that he repeat his words a sufficient number of times to enable him to make the necessary number of comparisons. Thus, with the aid of the Currier Duplex Conical Conversational Tube, the professor in charge was enabled to give special instruction to 53 pupils, who, left to themselves, were deaf and dumb, but who began to hear, not with the prospect of gradually losing a weakened, but of establishing an awakened sense, and whose speech became more and more euphonious and correct. This education of the ear is greatly facili-

tated by uniting lip-reading with it, for lip-reading presents to the eye of the deaf person whose hearing is in process of development, the visible characteristics which enable him to make intelligent distinction between vocal sounds.

A special advantage of this aid to instruction was soon made manifest in the large number of pupils who were enabled to take advantage of the articulation teaching ; 319 were taught lip-reading, and 55 received aural instruction, the former being taught by 11 instructors, and the latter by four specialists, afterwards increased to five, all using the flexible conical tube. The effect of continued experiment in aural instruction was that an appreciable portion of the pupils were discovered to possess a latent hearing, and, with the aid of the tube, they were brought to an aural recognition of spoken words and enabled to repeat them in a clear and correct manner. The great majority of these were unable on their admission to the institution, to hear the words spoken in their presence, and, therefore, it was necessary that their hearing should be educated as well as developed. The results, in all cases, were very interesting, and, in some, remarkable. The ability of the toto-congenital deaf-mute to acquire euphonious articulation is very limited, but the speech of those in whom hearing can be developed, or who acquired the speech of childhood before becoming deaf, can be made distinctly audible and agreeable.

The special efforts in the way of speech at this time were devoted to teaching every pupil in every class to read the lips of his teachers ; to train him to place his own organs of speech in the same position with those of his instructor, as, day by day, he went through his drill, and thus bring him to true articulation. Instruction in these branches was no longer confined to selected pupils, but the benefits of participating in it were given to all, making it, it is true, not the main instrument of instruction, but an acquired means of expression, useful in intercourse with the world.

Each of the pupils had a daily lesson in articulation and lip-reading, with the exception of some 30 pupils in three classes, in one of which aural communication alone was used, and in the other two oral teaching was employed. I quote from the Principal's report : " The basis of instruction is the Bell system of symbols, constituting, as they do, a phonic alphabet, the successful mastery of which, we believe, will enable any deaf-mute not only to pronounce audibly what he can write, but also recognize on the lips what is addressed to him in speech. In our opinion, to give the pupil an ability to pronounce distinctly, and to recognize the labial indication of all these sounds, is to enable him to speak and to read the lips. This is done by collections of sentences in a succession of series, each series containing all the sounds of the alphabet. Lessons in reading are also given out for individual preparation, each pupil noting by means of his dictionary, the pronunciation of the several words in his reader, and



endeavoring to enunciate the same with emphasis and distinctness. Much attention is paid to the modulation of the voice and its location, so that it shall be full, natural, euphonious, instead of being feeble, metallic, or harsh ; 12 of the 19 teachers give the whole or part of their time to the development of the pupils in this direction."

" Judging from what has been accomplished thus far, the great majority of our pupils will probably be brought to such a facility in lip-reading that we shall be able to address them by slow, if not rapid speech ; and a less, but considerable number will be enabled to speak in at least that metallic voice which is peculiar to those who have never had any degree of hearing ; and fewer yet, assisted by present or past, but remembered hearing, will speak in euphonious and agreeable manner. Meanwhile, we shall not blame ourselves for the failure which may result from these careful efforts to impart speech, as we shall endeavor to turn out intelligent pupils, who can, at least, communicate with the world at large by writing."

From the record of 75 years, that has here been outlined, with regard to the teaching of articulation at our school, one thing must be evident to all—that the Directors of the New York Institution have given freely of their time, and used their means with a most enlightened liberality to obtain for their school the highest possible results in this branch of instruction. Since the time of Dr. Akerly, in the earliest years of the Institution, down to the present day, they have given careful thought in seeking after the best possible means for instructing those under their care, and, as one of their number, speaking for that honorable body, recently remarked, referring to the Institution :

" Conservative, yet progressive, she takes no step backward, but seeks to grasp each new opportunity that may enable her to promote the welfare, and increase the value as citizens, of the youth who flock within her walls for instruction, and depart from them to assume a place in the great world's struggle."













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